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NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors past, present, and potential, for their co-operation.

Ammunition for Friends of the Languages

EDWIN H. ZEYDEL

THE opponents of foreign language education usually resort to certain stock arguments. Some of these, together with our answers are:

1. "Proponents of the study of foreign languages cannot prove that this study has a broadening effect."

Answer. Realization that the structural processes of one's own language do not *alone* condition the laws of thought is of the very essence of broadening democratic education. We are reminded of the small boy who remarked: "The metric system is the bunk! It works with such clumsy fractions as $37/100$. Doesn't the meter equal $39\ 37/100$ inches?" Once we realize that there are other ways of thinking and putting things than our own, we are on the road to being educated. By comparing our own language with another, with its inflections, peculiar word order, differences in meaning of words related to the English (e.g. English *actual*, French *actuel*) and idiomatic usage, we are indulging in a *laboratory* exercise (with materials fashioned by the human brain!) which is educative to the highest degree. In this connection we point only in passing to the stimulating effect of meeting the thoughts of foreign thinkers in their very own words.

2. "Foreign language study must be limited to the select few who may really need language."

Answer. As it is, the graduates of our general high schools are already a select few, representing less than one-sixth of our population. Democracy requires intelligent leaders who have had some contact with foreign customs, peoples and speech. One such leader in every six or seven persons is not too high an average.

3. "Other more important subjects leave no room in the high school for foreign languages."

Answer. There is hardly a more important subject in the curriculum than foreign languages. Besides being able to stand on their own feet, they can be made valuable adjuncts to English, the social studies, geography, music, art and many other subjects. Instead of crowding them out, fuse or abandon some of the four hundred "subjects" now congesting the high school curriculum and integrate the foreign languages with what is left.

4. "Why bother learning a foreign language when there are so many English translations available?"

Answer. The availability of English translations is a myth. Professor Samuel Eliot Morison, the Harvard historian, has said: "there is but one really great, one really classical translation in the English language: the King James version of the Bible—and even that is not invariably faithful to the original." The present writer has dealt with English translations from the French, German, Italian and Spanish for the past twenty-five years and

vouches for the fact that by and large their grade is C, and that in many cases they don't exist at all, or if they do they are rare-book items. Can an informed democracy long stand on such spurious props?

5. "Foreign languages are poorly taught in our high schools."

Answer. Sometimes they are, but because the incentive to teach better is too often lacking. Give the languages half a chance, reinstate them to their rightful place in the high schools, and the teachers colleges will respond with better training. The air corps cadets, we hear, who are learning Spanish under great pressure, are being taught and are learning it surprisingly well. Nor will anyone say that French, German, Portuguese and Spanish are a failure at Annapolis and West Point, unless he be a fifth columnist.

6. "Most pupils get nowhere with their foreign language."

Answer. The reason is because they drop it, or are forced to drop it, too soon. Three years of one language should be the absolute minimum. If we dropped English after a year or two, we'd get nowhere with English, too.

7. "Americans have too little use for foreign languages to repay their learning them."

Answer. Americans are normally the world's champion travellers. The better one knows the foreign language, the better he gets along beyond the Americanized international tourists' quarter, where the foreign country really begins. Our country harbors millions of foreigners and has Spanish, French and Portuguese neighbors. The radio programs offer a wealth of foreign language opportunities every day. When the present war is over, we Americans hope to be leaders in a new, better world, and genuine leaders should understand those whom they would lead, both linguistically and culturally.

8. "Why not leave the teaching of foreign civilization to the social studies teacher?"

Answer. The foreign language teacher can usually do a better job if given the chance. She knows the country, its people and their speech because she has studied them, often on the spot.

9. "Language study leaves the student with no permanent benefits."

Answer. In the Pennsylvania Ten-Year Study, conducted under the auspices of the Carnegie Foundation for the Advancement of Teaching, the fact was established that, of all the subjects taught in the high school, the study of foreign languages stood second from the top in the tendency to associate with it an accumulation of facts and interests of permanent value to the student.

10. "Why bother with Europe and Europeans at all, when they are making such a mess of things?"

Answer. This is probably the silliest argument of all. It was the American argument from 1919 on, but today we *are* bothering very much with Europe—to the extent of billions in taxation and who knows what else? And

we're not going to stop bothering, if the temper of our Administration and our Congress is any criterion. Moreover, politics have nothing to do with the established educative values of foreign language study; nor with the treasures of great literature and of new discoveries in engineering, medicine and a score of other fields. We have European backgrounds and languages in this country and in this very hemisphere which we cannot blot out. We shall not, like ostriches, bury our heads in the sand. Finally, Switzerland, where three languages are spoken, is not even in the war.

There are other arguments against foreign language study. They can all be answered effectively, although it is true that much research is left to be done. Readers are cordially invited to send in such arguments, and we shall be glad to try to answer them in these columns.

Survey of Modern Language Teaching in Private Schools

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(*Author's summary.*—A summary of opinions expressed by language departments of representative preparatory schools on the value of language teaching at various grade levels, the scope of the work undertaken, and the methods employed.)

DURING the past academic year the Modern Language Department of the Metairie Park Country Day School in New Orleans conducted a survey of foreign language study as carried on in seventy private schools in the United States. The best means for observing this work would have been, of course, a series of personal visits to these schools. Since geography made this difficult during the school term, it was decided to adopt the medium of a mimeographed sheet of questions which was submitted to the heads of departments. As many types of schools as possible were included, and a very representative group of Country Day and Boarding Schools of both the traditional and the progressive kind was selected from all sections of the country. A genuine interest was manifested in the questionnaire and a gratifying response of forty-seven per cent was received.

These results have been tabulated and generalizations made. They were found so interesting and informative, covering French as taught from kindergarten through high school, that it was felt that not only the schools which answered the queries but also other schools of the same kind would be interested in studying them and making comparisons.

This survey included schools beginning Modern Languages at various grade levels. It was interesting to discover the distinct difference of opinion existing in regard to the wisdom of starting French in the lower grades, especially in the years before seventh grade. While 79.3% of the schools maintaining a Lower School offered French in it, it is significant that only about half of these deemed it necessary or even wise to include it in grades up to seventh grade level. The outline below may serve to show the definite percentage of schools introducing French at the various levels:

	Kinder-								
Grade	garten	1st	2nd	3rd	4th	5th	6th	7th	8th
Percentage	8.6	8.7	4.4	4.4	13.1	8.7	4.4	30.5	17.4

It was the general opinion that the chief advantage of introducing French below the seventh grade was to be found in the ease with which conversational fluency is gained at this time. Primarily it was taught for "ear training, accent, vocabulary, and the habit of using the language orally with a minimum of self-consciousness." It was pointed out that the young

American finds it fun and thinks it funny to speak a foreign tongue, being quite free from the embarrassment which so often overcomes the adolescent, and further, that "foreign language work at an early age does tend to destroy the American child's provincialism." Some felt that the young pupil could then, and only then, slowly but surely acquire a pleasant feeling for, and an honest interest in the language and a real understanding of the people, and could find stimulation through the more enjoyable approaches such as games, songs, stories, poems and simple plays. The consensus of opinion was that along with this interest the child constantly but unconsciously builds a vocabulary which serves as a good basis for future work.

The general scope of the work of the seventh and eighth grades proved to be broader in cases where some French had been introduced in previous years. Experience in speaking it was continued with further stress on pronunciation through memorization and the "dictée." There was indication of slow but careful initiation into the grammatical structure together with reading in a simplified form in the foreign language. Further, there was the "slowly expanding experience in simple composition in the language." In a few specific instances, schools reported the mastery of a basic word vocabulary at the end of the eighth grade varying between a thousand and two thousand words. Many contended that if this could be accomplished as a general rule in the elementary years, it would, in itself, be a valuable tool with which to attack the more intensive work of high school. The table below shows the levels and percentages at which reading and writing were introduced:

	1st	2nd	3rd	4th	5th	6th	7th	8th
Reading	4.7%		4.7%	9.5%	9.5%	9.5%	33.5%	28.6%
Writing				15%	15%	10%	30%	30%

It is evident from this that 60% or more of the schools reporting began reading and writing in the language in grades seven and eight. Only one school reported no written work before high school. In a few schools small enough to be able to consider each pupil individually the grouping was not based on grades but on language facility and any previous exposure to it in an earlier environment. In these instances, the introduction of specific types of work was governed by the individual aptitude, instead of being required at set levels governed by the majority.

About 50% of the schools offering French in the Lower School did not offer it below the seventh grade. These schools alleged that the French offered below this grade did not show results to justify the expenditure of either teacher's or pupil's time. This is a broad generalization but specific disadvantages were mentioned. Unless extreme care is taken in the selection of teachers for these early grades, much harm can be done in the matter of habits and attitudes of children. Faulty pronunciation and spelling are

often the outcome and a poor elementary course becomes a liability. Often students are hampered by poor teaching methods. Haphazard, casual contact with French, it was felt, does more harm than good at such a habit-and-attitude-forming stage.

It was generally agreed that "an excellent teacher with a true French accent (native of France, if possible), as well as one pedagogically capable" should be prerequisite in the elementary grades. This combination is hard to find. It was mentioned here by some that experience has shown that often native French teachers have difficulty in adjusting themselves to the ways of young Americans with resulting disciplinary problems. It was stated that children who have had poor language training at an early age are handicapped in later work by the development of an aversion to the subject. The interest of the child is directly proportional to the quality of the course to which he has been exposed. At this point it might be appropriate to note that in 47.8% of the schools where elementary children had had foreign language study, these pupils, in high school were reported as showing a definite lessening of interest in French.

Presumably, if foreign language study is effective in the elementary years, students who have experienced it will be distinctly advanced in high school classes over those who have not. What was the verdict of the schools in this matter? Did they find clear evidence on this point in their practise? Surprisingly enough, only 44% of them felt that a decided advancement in understanding of the subject matter was made. Forty per cent felt decidedly that there was no advancement, and 16% per cent expressed doubt one way or the other. Some reported that intelligent, interested, conscientious students with good language sense, beginning the study of French in high school for the first time, made rapid progress and did not seem to be handicapped by lack of earlier experiences with the subject.

In discussing Modern Language in the Lower School, only French has been mentioned since the number of schools offering any other language was negligible. However, Modern Languages offered in the High School departments included French, Spanish and German. All of the schools replying offered French. Spanish was offered in 65% of them and German in 73%. All of the Spanish and 86% of the German was elective. The following table shows the per cent of schools requiring French together with the number of years required.

French required	1 year	2 years	3 years	4 years
Percentage	—	20.7%	6.8%	20.6%

In the balance of 51.8%, French was entirely elective. It is interesting to note further that where French was elective, the following percentages of pupils chose it:

	Freshmen	Sophomore	Junior	Senior
Pupil percentages	66.3%	67.3%	59%	53%

The length of periods in the schools represented in this survey varied from 40 minutes to 47 minutes, the average length being 44.8 minutes.

In response to a question concerning the grouping of students on an ability basis, there was a variety of answers with a total of 51.7% acknowledging the division of groups of students according to ability, and 24.1% definitely making a division according to whether or not the student intended to prepare for College Entrance Board Examinations. Many schools admitted the desirability of such grouping but did not find it feasible. Others preferred not to make a fixed grouping based on ability but rather to work outside of class with individuals needing aid. In still other instances, the more able students were frequently excused to pursue individual supplementary reading in the language.

Seventy-five per cent of the schools stated that no separate classes were conducted for students planning to take College Entrance Board Examinations. It was felt that, while it might be more practical, it would mean two standards of work, and it was generally considered preferable to give special reviews before such examinations; special individual help rather than resorting to class segregation. In some schools the smallness of the classes made such division impossible anyway. Some other schools explained that since all their students were required to take examinations, no separation was necessary.

As to the various methods of teaching Modern Languages, their relative popularity may be seen in these figures:

Method	Direct	Grammar	Eclectic
Percentages	13%	8%	79%

The 8% using a purely grammatical approach commented that its use was made necessary by the constant pressure of the C. E. B. examinations. Those using an eclectic system felt that, in doing so, they could be, as one teacher expressed it, "partial to none and sensitive to the good points of all."

To delve further into the details of methods of teaching, specific questions were asked covering use of the spoken foreign language, use of dramatic and group activities, emphasis on literary background and significant social values, supplementary reading, and attempts at interfusion with other subject fields.

Attempts to classify reports on the use of the spoken foreign language in conducting classes were complicated because of wide variation in degree of use. No spoken foreign language was used in conducting classes in 18% of the schools. Many qualified statements of its use with such limitations as: "used entirely in the fourth year, very little in the first years of high school French" or "about 80% in 'A' sections, 30% in 'B' sections." Practically all found it necessary to use English to explain grammatical constructions.

In the matter of supplementary reading, again there was much diversity in the answers. Only 3.3% required such reading of all students, 26.6% of

all advanced classes. In the first and second years the amount of work expected varied from none at all to three books a year, in French III from very little to several books depending on length, in French IV a great deal with a minimum limit of three books. In many cases, such reading was only expected of exceptional pupils. In some instances it was stated that the better students were excused from full classroom work to do certain outside reading in the foreign tongue. In other cases, reading was urged though not required. Lack of time was a common complaint. In testing accomplishment in this reading various means were resorted to: individual oral reports, general discussion in French or in English, written reports in French or in English, weekly conferences, monthly tests.

In discussing the amount of emphasis placed on the general literary background of the language, some very interesting comments were made. The amount of stress given such background is here shown:

Special Emphasis	Some	None
23.3%	43.3%	33.4%

A few of the remarks in this connection are included here.

"The reading of the senior year is arranged in chronological order beginning with the *"Chansons de Roland"* and coming down to modern times. Lectures and special assignments cover literary significance."

"In Junior Year the course is definitely literary. Chinard—*'Petite Histoire'* is read, also an anthology. In the Senior Year brief selections of standard authors are studied in detail."

"Senior Year a two period report on music, art, literature conducted by each student. Surveys of one of these topics by each student taken through the centuries. In first year classes English articles are read on realia."

"In French 12 we endeavor to give a brief survey of the development of French literature from the Middle Ages to the present day, comparing it with the literature of other countries and showing the influence of the French on English and American literature."

And surprisingly the following very different comment:

"The teaching of literature ought to be left to the college. Whenever it is possible we try to give certain definite information on the literary background. For instance, we study Paris as a city, and include its history and its famous men as well as its landmarks."

A number of schools left all such work to their language clubs.

In reply to the question, "What effort is made to secure from the language significant social values, such as appreciation of the foreign nation's general cultural contribution, tolerant understanding of national traits, etc?" this reaction was observed:

Emphasis	Special	Some	None
Percentages	43.3%	36.7%	20%

Here again, excerpts from some of the reports may be of interest.

"An increasing amount of time is given to this sort of material in French III and serious attention is given in French IV. We have frequently sent student groups of five or six (usually Juniors) to France in summer. Naturally, they make a great contribution on their return."

"Correspondence with pupils of foreign lands is encouraged."

"French bulletin board and exhibit table in charge of different students every two weeks give some idea of general cultural contribution. . . . As occasion arises, tolerance and understanding are stressed."

"A consistent effort is made, from the beginning of the study of French, to secure these desirable social values, by explanation of customs, holidays, food, dress, government, standards of living, etc: by use of French films . . ."

"No specific effort is made and certainly no indoctrination would be allowed. These things emanate naturally from good teachers."

"We do little or no preaching."

The following table points out the use made of dramatic and other group activities as methods of instruction.

Emphasis	Great	Some	None
Percentages	23.4%	46.6%	30%

Of the 70% using plays, 42% used them extensively and 19% left them entirely to their language clubs. It is interesting that some schools reported students writing their own plays and one mentioned a contest within the school on French play writing. Other types of group activities mentioned included: French teas and readings, recordings and radio programs, singing and folk dancing, puppet plays, celebration of special holidays, slides and lectures. One particular school made mention of entertaining soccer teams from foreign boats.

The question of interfusion between foreign language study and other related fields in the school such as music, art, history and social activities, revealed the following percentages:

Amount practiced	Constantly	Occasionally	None at all
Percentages	40%	33.5%	26.5%

The departments most often found working with the Modern Language department were shown to be those of music and art, the art department assisting in the making of scenery and the designing of costumes for the language plays, and the music department making frequent use of songs in foreign tongues with the language department collaborating in the choice of these songs and their pronunciation. In some cases, lecturers from other departments assisted in giving the language classes the background of the period which they were studying. Some schools reported that special topics were assigned as research projects in the fields of social science and English, and in some instances translations were corrected by the English depart-

ments. A further interesting idea was the use of scrap books in the study of French art and architecture to show their development. There were some schools which, although admitting this matter of interfusion as an aim and ideal, reported their inability to practice it because of lack of time due to the pressure of the College Entrance Board Examinations. There were a few, too, who had found that "the thing just didn't work out" for them, or in other cases, that "while we do not attempt correlation there are many cross references." One reply in particular seemed to indicate the fear that too much attempted in this line would result in the making of language a social science and that "you don't have to make a language course easy, dilute, dilate it or modify it or make it a social science in order to capture student interest or give the student something worthwhile."

In 70% of the schools use was made of standardized tests of one sort or another. Most generally these were said to be used for the teacher's own information to determine the relative progress of the pupils, or as classification or placement measures. Occasionally they were used as June final examinations. One school reported emphatically that no use was made of these tests because "they were far too easy." The specific standardized tests mentioned as in use included: Secondary Examination Board Tests, Co-operative and Educational Records Bureau Tests, Otis Quick Scoring Tests, Columbia Research Bureau Tests, College Entrance Boards Tests. A variety of non-standardized tests were reported as in use such as, "pop tests," daily quizzes, monthly tests, informal tests spread at intervals through the term, and finally, formal term tests.

Of all the schools, 96% agreed that there were some pupils, apparently devoid of language aptitude. The meeting of this problem was interestingly, if inconclusively, discussed. Fifty-one per cent recommended dropping the subject, 26.3% recommended special help and 22.7% recommended outside tutoring. The despair of some of the teachers over the question of "que faire" with the pupils minus aptitude was reflected in such agonized cries as:

"Give up."

"Fail them. You can't put an aptitude into a bottomless bucket."

"Struggle with it."

"Drop subject or have a reading course."

Still others showed an unwillingness to admit defeat and made concrete remedial suggestions such as delaying language until the sophomore year, or changing the language taken as, for example, replacing French by Spanish or German, since these two languages are sometimes found easier from the point of view of greater phonetic simplicity. Others found constant repetition helpful, at least to the extent of getting the student through his minimum of work required.

It was agreed that many pupils, although not entirely devoid of language aptitude, still needed considerable help. Some of the means of coping

with this situation are noted in the following table with the percentages of schools using each one:

Regular or Special Daily Period.....	50%
Extra Period After School.....	34%
Entirely Private Tutoring.....	3%
Teacher Conferences.....	10%
Regular Study Period.....	3%

One school stated that it reserved one and one half hours from 9-10:30 A.M. daily as a free time when teachers could consult with individual pupils or small groups. Where the conference idea was used the initiative might come from the pupil or from the teacher as the case might be.

In concluding, it is readily admitted that this survey cannot be considered as final in any respect, but it is hoped that it may prove as thought-provoking to the readers as it has been to the writer. It has not been the purpose of this article to offer personal opinion or comment but merely to submit the information at hand in an unbiased manner.

The Huxley Tradition of Language Study

LOUIS FOLEY

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(*Author's summary.*—The reason which Huxley especially emphasized as an argument for studying certain languages can easily be shown to be fallacious, though it continues to be accepted uncritically and repeated as a traditional idea.)

IN 1882 Thomas Henry Huxley gave to the world his clear and forceful announcement of *The Principal Subjects of Education*. Today, more than half a century later, that essay remains one of the "classics" of pedagogical literature. On the whole it is a stimulating piece of reading for anyone interested in education.

Surely everyone who is acquainted with Huxley's writings will remember his emphasis upon the importance of instruction in science. Yet though he evidently believed very strongly in science as a Principal Subject, he was by no means fanatical in his advocacy thereof. Near the end of his discussion he proposes, in addition to the "essential" scientific studies, "not more science, but one, or, if possible, two languages." He was convinced that "the knowledge of some other language than one's own is, in fact, of singular intellectual value." Aside from "the practical value of such knowledge," which seemed too obvious to require demonstration, and the fact that "it opens new fields in art and in science," he points out that "one of the safest ways of delivering yourself from the bondage of words is to know how ideas look in words to which you are not accustomed." Certainly all this remains as true today as it ever was.

Another "reason" for language-study, however, holds especial prominence by coming at the end, and by being developed at greater length than the foregoing:

"... If your languages are properly chosen, from the time of learning the additional languages you will know your own language better than ever you did. So, I say, if the time given to education permits, add Latin and German. Latin, because it is the key to nearly one-half of English and to all the Romance languages; and German, because it is the key to almost all the remainder of English, and helps you to understand a race from whom most of us have sprung, and who have a character and a literature of a fateful force in the history of the world, such as probably has been allotted to those of no other people, except the Jews, the Greeks, and ourselves."

In view of Huxley's personal prestige, his skill in presenting ideas, and the wide diffusion of this celebrated essay, it seems reasonable to suppose that his final "reason" for language-study exerted considerable influence. Of recent years no argument in favor of learning foreign languages has been urged more strongly or more confidently than this. One may suspect that its plausibility was what caused it to assume the prominent position which it continues to hold in most of the propaganda in favor of learning languages.

The claim that learning another language will help you in knowing your own, is well calculated to appeal to many whom the various other reasons might fail to persuade. There might indeed be room for serious debate as to whether the alleged principle is either so clear or so important as Huxley believed it to be. At any rate, what he said about Latin and German profoundly confuses the argument, and the publicity which his remarks have received must have done much to perpetuate some very misleading notions which continue to be handed down year after year.

Without attacking any *other* arguments in behalf of Latin or German—for others there certainly are—it can be clearly demonstrated that these are not the most logical “keys” for opening up a better understanding of English. Of the two, German is the more easily disposed of. Any direct influence which German has ever had upon English is quite negligible; it consists of nothing more than a few words like *sauerkraut*, *kindergarten*, or *frankfurter*, or a few recently-imported psychological terms like *gestalt*, or “affect” used as a *noun*—hardly much more of a contribution to our real vocabulary than that of, say, Turkish or Chinese, and considerably less important than that of Arabic. Germany developed far too late as a civilized nation to affect very deeply the languages of the older nations whom she finally learned to imitate. Of course English is, to a certain extent, “Germanic,” but it is a very different language from modern German. The latter is perhaps of some help (though by no means indispensable) in learning *Old* English, which is now far more completely a “dead” language than Latin will probably ever be. But the notion that it is an effective “key” to half of our present language is merely fantastic.

In the case of Latin, the facts have been so persistently garbled within the last century that it has become difficult to make ordinary people understand the real truth. The makers of Latin text-books and of abridged dictionaries are in the habit of describing an English word as “Latin” if its remote ancestry can be traced back, no matter how indirectly, to some Latin root. A striking example of this kind of simplification appears in the publishers’ announcement of a recent text-book, where a number of words are described as “English words of Latin origin.”¹ In the whole explanation, there is not the slightest hint that there ever was such a thing as French, the language from which practically all these words actually came into English. It is by tricks like these that astonishing “percentages” of Latin in English are smugly calculated.

The distinction between Latin and French as sources of English words is far from being merely technical. For the most part, it separates our words rather clearly into really different classes. Those which we borrowed from French had been ordinary French words for a long time before we borrowed them; during the course of centuries many of them had developed *figurative*

¹ E. L. Johnson, *The Latin Words of Common English*, D. C. Heath and Company, 1931.

meanings so far removed from their primitive Latin sense that one would hardly guess the connection if he were unaware of the intervening steps. That is why we are naturally startled when some scholar informs us that a certain common word "comes from Latin," and explains that it "really means" so-and-so. Usually the simple fact is that it never had this alleged meaning in English at all, but had been merely adopted with a French figurative meaning from which the Latin was very remote. Of course such words did not come into English because they were "Latin," as some people seem rather inclined to believe. It would be much nearer the truth to say that they were borrowed because they were French, for along with such "Latin" words we acquired various other really French words which had never come from Latin at all. A considerable number of our so-called "Teutonic" words came to us from French, simply because they were the expressions used in France at the time.

By and large, the interesting thing about our words from French, as distinguished from the ones which were borrowed directly from Latin, is that our French words generally came into English *orally*. That is why they are so deeply implanted in our living speech that no one suspects them of being "Latin" until the claim is made for them. To be sure, the same thing is true of a comparatively small handful of direct Latin borrowings. These include a few words brought to England by Roman soldiers before Anglo-Saxon began to be spoken there by much later invaders, as well as certain ecclesiastical terms which Roman missionaries taught, long afterwards, to the pagan Anglo-Saxons. The overwhelming majority of our really *Latin* words, however, are "bookish" words, such as one learns by going to school, reading learned books, or listening to lectures, rather than such as the more vital vocabulary which any normal person naturally acquires through the mere process of growing up.

In the sixteenth century, with the revival of classical learning, it became the fashion to Latinize as much as possible. Many French words which had been acclimated in English for centuries were altered in their spelling to make them resemble their remote ancestors—some of which, by the way, were mistakenly identified. Common examples of this revamping are *debt* (from French *dette*) and *doubt* (from French *doute*), whose otiose *b* was suggested respectively by Latin *debitum* and *dubitare*. Yet even this tinkering with forms was perhaps due mainly to French influence. For a time the same thing was done systematically in France, but the French language presently recovered from this infection, whereas English never did. One is reminded of how we still preserve old French spellings—*hostess* or *connoisseur*, for instance—which long ago disappeared in France, or the way English fashions in costume, in manners, and in literature still reflected in the eighteenth century what had been the vogue in France in the seventeenth.

A fair indication of the true parenthood of other languages to ours may be seen by analyzing one of Huxley's own sentences in which he states his

theory of how to obtain clearness in writing. Words which certainly came into English from French are printed in capitals; those which are commonly classified as "Latin" appear in Italics.

"For my *PART*, I *VENTURE* to *DOUBT* the wisdom of *ATTEMPTING* to *MOULD** one's *STYLE* by any other *PROCESS* than that of *STRIVING* after the *CLEAR* and *FORCIBLE* expression of definite *CONCEPTIONS*; in which *PROCESS* the Glassian *PRECEPT*, first *CATCH* your definite *CONCEPTION*, is *PROBABLY* the most *DIFFICULT* to *OBEY*."²

It is to be noted that here the "Latin" claim is given the benefit of every doubt. *The Century Dictionary* classifies *definite* and *expression* as having come from Latin, and so have we counted them here, though *definite* bears the signs of having come to us from Old French *definit* (*défini* in modern French), and we know that *express*, whether as verb, as noun, or as adjective came to us from French, so that *expression* would seem to be of similar origin. Moreover, the use of *one* to mean "a person" must have come through imitation of French *on* (which goes back to Latin *homo*). Though the ordinary word "one" would be considered of Anglo-Saxon descent, it had no such use as this before the time of French influence in England.

When people attempt to compile statistics about matters of this sort, their "percentages" are usually rather silly because they treat words as if they were so many equal units, like dollars or pounds or degrees on a scale. A sufficient answer to such methods of research may be had by trimming from Huxley's sentence everything but the words which indisputably came into English from French:

part . . . venture . . . doubt . . . attempting . . . mould . . . style . . . process . . . striving . . . clear . . . forcible . . . conceptions; process . . . precept . . . catch . . . conception . . . probably . . . difficult . . . obey.

Aside from the expression "other than," which is necessary in order to mark the grammatical relationship of the words, practically all of the essential meaning is carried by the French words alone.

It is not merely by enlargement and precision of vocabulary, however, that French has had a preponderant influence upon English. The effect upon idiom and word-order is often far more subtle but none the less real. For an indication of which languages are most closely related to each other, one might study a verse from the Bible as it is rendered in Latin, in Anglo-Saxon, in French, and in English. Consider for example the 13th verse of the first chapter of the Gospel according to St. John:

Latin Vulgate: Qui non ex sanguinibus, neque ex voluntate carnis, neque ex voluntate viri, sed ex Deo nati sunt.

Anglo-Saxon: The ne synt acennede of blodum, ne of flaescas willan, ne of weres willan, ac hig synt of Gode acennede.

French: Lequels sont nés, non du sang, ni de la volonté de la chair, ni de la volonté de l'homme, mais de Dieu.

² Quoted, with comment, by Ada Snell, *Autobiography and Selected Essays* by T. H. Huxley, Houghton Mifflin Company, 1909, p. xx.

English: Which were born, not of blood, nor of the will of the flesh, nor of the will of man, but of God.

Here it can be seen that the English version corresponds to the French, word for word, in grammatical construction and in order of arrangement, in contrast to either the Latin or the Anglo-Saxon manner of expression. The relationship thus demonstrated has been customarily passed over in silence by authorities dealing with the English language. Perhaps the most outspoken recognition of it to be found anywhere appears in a remark made in passing by a writer on the subject of Irish Literature: "In Old English, sentence-structure was rudimentary. Long before the Norman Conquest, the Germanic word-order at the first touch of French influence ceased to rule alone, yielding half its sway to the French."³

Often, indeed, the "Germanic" turn of expression resembles the Latin. Both represent the older, more complicated system of forms and declensions, whereas French and modern English stand at the opposite extreme as the two languages which have most completely outgrown and discarded the ancient bonds, to become the fine, flexible, and accommodating instruments which they now are. The contrasting quality of German was ably stated a few years ago by a brilliant American writer: "German . . . the only mediæval language in which a great European nation still struggles to speak. The Germans have preserved a language which justifies the expressionists' theory that words are a great obstacle to a writer with a modern mind . . ."⁴

When Samuel Johnson published the first important English dictionary in 1755, he made no attempt to belittle the indebtedness of English to French. After mentioning the difficulty which he sometimes had in determining whether certain words came from French or from Latin, he said: "It is, however, my opinion that the French generally supplied us, for we have few Latin words, among the terms of domestic use, which are not French, but many French words which are very remote from Latin."⁵ Noah Webster made a similar acknowledgment in the preface to his *American Dictionary* in 1828. This is the more remarkable in view of Webster's constant interest in the *remote* ancestry of a word, which he would have liked to trace back to the Garden of Eden were it at all possible. He records simply as "Latin" various words which a modern edition of Webster's dictionary will indicate clearly as having come into English from French.⁶

The "facts" of language-development have often been manipulated to suit literary or political fashions which were at the moment in vogue. The latter half of the nineteenth century, far from being an exception to this

³ Thomas MacDonagh, *Literature in Ireland*, Dublin, Talbot Press, p. 42.

⁴ Frances Newman, *The Short Story's Mutations*, New York, B. W. Huebsch, Inc., 1925, p. 56.

⁵ Preface to *Dictionary* (1755), p. 2.

⁶ As a random example, the word *art*.

rule, is really an excellent illustration of it. Huxley's essay was written, not in the light of eternity, but in the atmosphere of his own time. The serious study of Old English or "Anglo-Saxon" was still a new thing, made possible by the rather recent discovery of a few ancient manuscripts, and it was mainly developed by German scholarship. Cultivated Englishmen found it pleasant to think of their own language as being essentially "Germanic," and to minimize its other elements. It became quite the fashionable thing to be acquainted with German literature and German music, and to have some schooling in Germany if one could. Carlyle had no doubt persuaded many by his great admiration for everything German, and had promulgated his fake German etymology for the word *king*, so that it suited his theory of Heroes. Ruskin, with his fondness for "Saxon" and "Latin" words, which he said "conquer the French and the Greek," disseminated numerous fanciful "derivations" which seemed to justify his prejudices. Such was the taste of the time.

All this was not unrelated to the course of international politics. The English as a people were never particularly eager to acknowledge obligations to French culture, even when French fashions were being most slavishly imitated. It was largely through the help of France that the American colonies had won their independence from England. The Napoleonic wars had taught Englishmen to fear French military power, and to desire that the neighbor across the channel should never be too strong. Finally, let us not forget that Huxley's essay was written only eleven years after the Franco-Prussian War, which had overwhelmed France with a crushing defeat. Perhaps the really determining argument, from his point of view, was his opinion that Germany had "a fateful force in the history of the world." Probably he was prophesying better than he realized, though his classifying of the Germans in a peculiar category along with "the Jews, the Greeks, and ourselves" sounds strange enough in our day.

As for the Romance languages, the extent to which Latin is practically important as a "key" is fairly apparent upon a little reflection. Anyone who, after the usual secondary-school training in Latin, really learns a modern language, will find that he knows the latter far better than he ever knew Latin or could have known it. If the language happens to be French, a truly thorough mastery of English might prove a more useful preparation for it than any amount of Latin could be. Despite all the ways in which they seem different or even opposite, French and English have surprisingly much in common, by comparison of either of them with any other language.

Yet English-speaking students who learn French often make their worst and most persistent mistakes with the very French words which English has borrowed. In order to be successfully handled, the different languages which one knows have to be distinct registers, in each of which one approaches all sorts of ideas in different ways. This is what a person does when

he really *thinks* in another language, as it is necessary to do. It is not a matter of "translation," and the sooner one can get rid of the hang-over of ready-made concepts from the previously-known tongue, the better off one will be. The best time to compare two languages is *after* one has learned both of them thoroughly—and independently—and then chiefly as a matter of appreciating the divergence between their respective points of view.

Most people who have genuinely had the experience (the only ones competent to testify) have found in the learning of another language a refreshing new way of looking at things, an understanding of hitherto unfamiliar attitudes, the privilege of sharing in another mental world besides the one which fate happened to accord us in the beginning. The best reason for learning *any* language is simply that one wants to know it—that one desires access to the realm which can be entered only through that door. Let us do away with specious arguments, and learn and teach Latin, for instance, just for its own sake. "The adventurous student," said Thoreau, "will always study classics, in whatever language they may be written." And the Abbé Dimnet, in a passing remark, summed up the real case for the study of Latin about as well as it can be done: "Nobody has ever been able to explain why a Latin education should give that curious superiority to people, but it does."⁷

⁷ Ernest Dimnet, *The Art of Thinking*, New York, Simon and Schuster, 1928, p. 108.

Radio as a Tool of Education in Puerto Rico

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(Author's summary.—Puerto Rico Department of Education is meeting a difficult bilingual problem by series of broadcasts both to children in the classroom and to adult groups under an organization known as the *Escuela del Aire de Puerto Rico*.)

THE Puerto Rico Department of Education faces a difficult bilingual problem in its educational program at both the public school and the adult levels. Twelve (or one-fourth) of the American state educational departments since 1926 have made more-or-less serious attempts to provide classroom services via radio—the *Ohio School of the Air* and the *Texas School of the Air* being the best known of these.¹ Practically all these state departments have used radio in varying degrees of effectiveness for their public relations work—California probably being the most active of these.

Although "schools of the air" as sponsored by state educational departments, generally speaking, have met with very little success in the United States, the *Puerto Rico School of the Air* (*Escuela del Aire de Puerto Rico*) apparently has successfully passed its experimental stage and seems to be permanently established. This project of the Department of Education began in September, 1935, through a \$11,700 grant from the Carnegie Corporation. Since then it has been carried on by an annual appropriation from the Insular Legislature. The work of the *Puerto Rico School of the Air* has been coordinated with other activities of the Department of Education by Commissioner José M. Gallardo by placing it under the direct supervision of José Leavitt, Chief of the Bureau of Adult Education and Extension Activities.

Programs intended for the classroom are graded and classified by subjects. They are presented during school hours with the principal aim being to enrich the curriculum of the schools, to add variety to classroom teaching, and to provide students with more zest toward the school day by opening up a new world through radio listening. The 1941-42 offerings include: social science, elementary science, English, arithmetic, folk tales, games, rhythmic, stories, music appreciation, Spanish, safety and health education and interviews with outstanding people for the elementary grades; English, Spanish, forum discussions, and music appreciation for the high schools. The Department of Education sends out instruction sheets to the schools for each of these programs.

But the *Escuela del Aire de Puerto Rico* does not end merely with a classroom service to the children in school. Probably its more important work

¹ Dr. Atkinson gives the history of all these state and territorial educational department attempts to broadcast radio programs to the classroom in his book soon to be published under title, *Radio in Educational Departments*.

lies in the evening programs designed as adult education offerings. The usual weekly schedule includes series on such subjects as: music appreciation, concerts, literature, news comments, forums on social and economic problems of Puerto Rico, English lessons, national defense, educational guidance, and drama in both English and Spanish. These have been presented Mondays through Fridays, from 8:00 to 8:30 p.m., for use by organized adult education groups and the general public. A manual for the English language course has been made available as an aid to students in preparing their lessons and in following the broadcast. Persons completing the lessons in this course receive certificates testifying to this fact.

A large percentage of these programs is aimed at rural socialization. The attempt is made to help overcome the isolation and maladjustment of the rural population by drawing the families together inasmuch as radios are not so common in Puerto Rico as in the continental United States. Thus the evening programs form an incentive for the getting together for purposes of appropriate recreation. Also, these radio programs serve the rural areas by suggesting solutions to their daily problems. Discussion groups are formed in this way whereas, without the radio, many of the natives would go long periods of time without social contacts with their neighbors.

Program production of the *Escuela del Aire de Puerto Rico* is planned by a committee of four under the supervision of Lewis F. Markey, Director of the School of the Air. Stations WNEL and WKAQ (San Juan)—the former affiliated with Columbia Broadcasting System and the latter with National Broadcasting Company—carry these programs as public service features. Some series of programs are presented in Spanish while others are broadcast in English. The purpose of the program determines the language that is used.

The University Library and the Modern Language Reading Knowledge Requirement

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(*Author's summary.*—Graduate students satisfying the reading knowledge requirements in French and German are likely to choose unsuitable material or to damage expensive and irreplaceable sets. In order to protect library property and direct the student's reading along legitimate channels, a reference librarian trained in modern languages should advise on the selection of material to be read.)

THE interrelations of the university library and the teaching staff have always been subject to lively discussion in library groups, and present indications suggest that this topic will attract even more intensified interest in the next few years. The academic library is no longer a freshman museum or a little used repository for research material of a dubious practical value, and the notion of "teaching with books" is rapidly gaining significance. Studies on the use of books by college and university students are now under way and are expected to reveal many shortcomings on the part of both librarians and teaching staffs.

Traditionally, the university library has exerted every effort to facilitate research, and all too frequently undergraduates have been made to suffer because of disproportionate attention to the needs of the faculty and graduate students. Fortunately, this tendency is beginning to disappear. Nearly every university library has a special study hall or reserve room (or several) largely patronized by undergraduates, and many have been sufficiently prosperous to set aside special collections designed to stimulate undergraduate reading. Still, however, much remains to be done in improving library service for all members of the academic community.

For many years now a thorny problem has been growing out of the difficulty of supplying graduate students with suitable material for satisfying the reading knowledge requirements in French and German. There is little doubt but that this requirement for a graduate degree has been poorly administered in the past. Proof is abundantly supplied in everyday intercourse with our linguistically incompetent colleagues in other fields. The blame for this situation may be laid equally on four agencies: the graduate school administration, the graduate student's major department, the modern language department, and the library. While it is not the purpose of this paper to make an exhaustive study of the situation, it is sufficient to say that any one of these groups, acting vigorously, could produce a remedy; but to speak in more realistic terms, the library and the modern language faculty, working in cooperation, could arrive at a solution most easily.

The generally accepted practice for satisfying the reading knowledge requirement is to have the graduate student prove his ability to translate

and understand a typical example of research in his field by some French or German scholar. He may be asked to present a written translation of fifty to a hundred pages of some pertinent work, or he may be held responsible for an accurate translation of two or three selected pages during an hour examination. In both cases the library is expected to supply the material, and in both cases this material is subject to hard wear or even mutilation. If the student does not take a book for a written translation, then he will select something of the approximate difficulty of what he is expected to translate on the examination.

In selecting this material, the average graduate student may be expected to dig up some important reference from a bibliography in his field and go to work. With only three or six semester hours of elementary training behind him, he will go over each page at a snail's pace, literally reading it to pieces. Perhaps he will be cursed with the undergraduate linguistic mentality and furnish future users of the article with an interlinear translation of doubtful accuracy. At all events, the circulation department of every university library can tell many a sad story of how volumes from Gmelin or the Académie des Sciences have been returned in hopeless condition. Since in most cases it is impossible to replace one volume of such a set, or even to replace the whole set, such an act of unconscious vandalism may cost the library hundreds of dollars. When the set is irreplaceable, it may mean an impediment to research in future generations. In some cases graduate students will heed the warning of an instructor not to select such material for practice reading, but usually it is most advisable for the library to determine what may and may not be used for this purpose.

Another danger less expensive in its material results but perhaps even more demoralizing to research is the danger that the student may select something unsuitable for his purposes. The department of modern languages can easily thwart this when a written translation satisfies the requirement, but the student is likely to spend hours of effort that will help him little in learning to read in his individual field. What student could be expected to pass an examination on a selection from Beilstein when he has prepared on *Immensee* or some triviality like a *Wunderbuch der deutschen Wissenschaft*?

Obviously, then, the library has the twofold task of protecting its own property and supplying the graduate student with material that is suitable for his purposes. In the past not all academic libraries have had a member of the staff who is able to do this work; but in recent years there has been a growing emphasis on the need for librarians with a sound training in modern languages. Today, it may be assumed that the great majority of large libraries have such a member of their staff. Ideally, the librarian should be a member of the reference department where he will be in constant touch with the faculty and students and their needs. If he will acquaint himself with the curriculum of the modern language department and

the requirements of the graduate school administration for the reading knowledge of French and German, he will be able to shoulder much of the burden of providing students with study material. Thus when the graduate student has completed his elementary grammatical training, he may be sent to the library to be prepared for the final stage of his German and French courses. It should also be emphasized that the librarian is frequently in a better position to understand the needs of the graduate student than the modern language instructor, since the librarian, by the very nature of his work, must necessarily entertain a greater understanding for all fields of research pursued in the institution. This is more likely to be true in a large university where the modern language department itself offers graduate instruction than in a specialized institution where the department is simply ancillary to the fields where graduate instruction is offered (e.g., medical, technological, and agricultural schools).

The librarian has two alternatives in guiding the reading of the student. In the first place, it should be remembered that no university library assumes the responsibility of providing textbooks, and whenever possible the student should be encouraged to purchase his own material. At present this is almost impossible due to the unsettled political conditions in Europe. The reference librarian could keep at his desk publishers' catalogues of inexpensive series that include authoritative works. A German series that comes to mind at once is the *Sammlung Götschen*. Those of us who have been trained in the humanities will surely remember the excellent manuals in our own fields that have appeared in this series.

The other alternative from which the librarian may choose is to supply the student with material that is already in the library. At present this is the only way for most students to gain access to European publications. It would be most desirable if the librarian were to prepare brief lists of a half a dozen or so items in each field where graduate students are likely to ask for material. These may be chosen with several criteria in mind: the cost of the book, its authority, the relative difficulty of its language, the possibility of replacing it if damaged or lost, its value to other students and faculty members who may want to consult it.

Perhaps the most useful books for such a list are inexpensive series and reprints. For example, no better material can be found anywhere than Ostwald's *Klassiker der exakten Wissenschaften*, reprints of classical works in the pure sciences by scholars representing all European nations. The series, now out of print, frequently appears in dealers' catalogues at as little as ten or fifteen cents a volume. Other useful series in German that may be mentioned are Hartleben's *Chemisch-technische Bibliothek*, Springer's *Verständliche Wissenschaft*, and Schöningh's *Sammlung der bedeutendsten pädagogischen Schriften aus alter und neuer Zeit*. Most libraries already have a sufficient number of works in these series alone to supply all demands, but

if they are present in insufficient quantities they may be purchased without making too serious a dent in the book fund. In this way the material in valuable periodicals and sets may be supplied to the graduate student without seriously endangering the property of the library. Also it may be remembered that second hand catalogues are always full of inexpensive monographs in all fields. Thus the library can easily afford to purchase such material in foreign languages even when there is no real need of it from the standpoint of research. The cost of acquiring and cataloging such material is nominal when one thinks of the possible necessity of purchasing a second time the entire run of some nineteenth century periodical that has disappeared from the lists of nearly all bookdealers.

Some Questions for a Language-Vocabulary Course

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(Author's summary.—Language-Vocabulary attempts to give the student a thorough foundation in vocabulary building by way of a systematic and extended study of derivatives, and to acquaint him with the tools with which he can better continue the study along any line he desires.)

A LANGUAGE-VOCABULARY course has been offered at the Central Y.M.C.A. College High Schools since 1937. In that year 17 were enrolled. In 1938 the number was 18, and in 1939 it was offered in two sections with 30 students attending. Eleven were enrolled for the summer session which followed immediately.

The course has the following principal objectives:

1. To give the student a clearer understanding of many words he now uses.
2. To add many new words to his vocabulary.
3. To make his use of the dictionary more enjoyable and profitable.
4. To promote appreciation of other languages, cultures and peoples.

The course has somewhat the same objectives as that taught in many schools of Detroit.¹ The name of it, however, is different for two reasons 1) it avoids the possibility of confusion with extended courses in more than one language (as e.g., two years of Spanish and one or two of German); 2) it puts the stress on a more efficient use of the dictionaries and a better understanding of English.

Since the students (evening school) are more mature than the average, the text and the amount and kind of material covered are naturally somewhat different from what they would be if used for a less mature group. The main topics are:

1. Theories of the origin of speech
2. Idioms
3. Homophones
4. Phonetics
5. Families of languages, especially, of course, the Germanic branch of the Indo-European family
6. A brief treatment of some of the stages of the development of English
7. The four ways of giving meanings
8. How to define words and how not to define them
9. A study of the introductory and supplementary sections of various important dictionaries

¹ See Lilly Lindquist's stimulating "General Language" in the *Modern Language Journal* (May, 1940), 563 ff.

10. A few related books—thesaurus, books of synonyms, etc.

11. The Greek alphabet, and Latin phrases frequently encountered in English

12. A systematic study of word derivation

These are obviously not of equal value, the last item being by far the most important. Accordingly much more than half of the semester is devoted to the study of prefixes, suffixes and roots. Since suffixes, however, are almost exclusively concerned with the part of speech, not with the meaning, they are given relatively little attention. Judging from the responses to the questionnaires always given at the end of the course it is clear that more and more students feel the need of greater emphasis on derivatives, but many are interested in, and/or realize the importance of Latin expressions, definitions, phonetics, and even the theories of the origin of speech and Grimm's law.

Besides the text, which is about half taken up with a systematic study of word groups, such as "psychology," "biology"; "antedate," "anticipate"; "prescribe," "circumscribe,"² our important sources are the Oxford English Dictionary, the Shorter Oxford, the Century Dictionary and Cyclopaedia, the New Century and the largest and latest editions of Webster's and Funk and Wagnall's. The fact that we learn a foreign word usually only when it helps us understand several English words does not mean that we neglect such words as "shibboleth," "meander," "hangnail," "kindergarten," "Ichabod," "eureka" and "bridegroom." (The dictionaries will be referred to hereafter by recognizable abbreviations.) The assumption is that if the student can handle these works with confidence, satisfaction and a measure of accuracy and speed, none of the small dictionaries will be beyond his grasp, this, indeed, with little further study. Even for the large dictionaries the transfer value is of necessity very great, but there are some highly significant exceptions.

Anyone looking at the dictionaries mentioned—and we do not insist on the exclusive use of them—can easily see what a wealth of information is given (by all except F and W) on etymology alone. Thus a knowledge of foreign cultures, and Sprachgefühl, insofar as the latter can be developed, are by-products. In short, a student looking up a word like "foot" or "brother" tries to understand as much as possible about it from the beginning to the end of the entry. Even if we ignore the quotations from Old and Middle English, this is, to be sure, a tremendous task for any course, but to the extent to which we fail in doing it, to that extent there is lack of mastery of those inexhaustible sources, our dictionaries. To neglect parts of the information is to say either that they are beyond the student, or that they should not have been put into the dictionary, or that the aver-

² See John L. Kind, "Why Study Foreign Languages" in the *German Quarterly* (March, 1940), 76 ff. See also a similar article (May, 1940), 142 ff., by H. R. Huse.

age person doesn't really have much use for them. The last two points could certainly be advanced with regard to the items on which the dictionaries differ, but no one would argue in favor of ignorance.³

Indeed, apart from a systematic study of word origins in connection with the text, the most valuable training to the student is intended to be the ability to use the dictionaries (though he will then need them less frequently) to find the desired information quickly and easily. Little or nothing done in the course is unrelated to these principal aims, but our program would be the last to deny the truth of Goethe's oft-quoted "he who knows nothing of foreign languages knows nothing of his own." It is intended that the course build a solid foundation for future study in any line, but that it also have the highest possible surrender value. If it is true that a vocabulary test is the best single measure of an education, and an extensive study of origins greatly increases a student's vocabulary, the surrender value is fairly obvious. Appreciation of other languages and cultures and the help offered the student in the selection of foreign languages are not neglected, but they are considered the almost inescapable by-products of the study of derivations and an attempt to understand the dictionaries—how they are alike, how they differ, why they include or exclude certain things, how the material is arranged, where the emphasis is put, and the like. The same would be true, but to a lesser degree, if a library had only one dictionary, or if a person had his own and used it almost exclusively.

The students may be told at the beginning of the course that the final test will consist of a selection from 100 questions. Some of these can be answered by a familiarity with the appearance, arrangement and general content of the dictionaries; others by a constant use of them for looking up a variety of words; and still others are touched upon many times during the various phases of the course. It is recommended that a student spend at least two hours in just familiarizing himself with the explanatory notes, general content and arrangement of each dictionary. The comment resulting from this procedure is always: "I had no idea these volumes contained so much information on such a wide variety of topics." The most important item of the course (derivations) need not be included in the final test, but the students are early informed that those, and only those, who have most frequently consulted the books throughout the course can best answer the questions, for about three-fourths of them are based on the dictionaries alone; indeed, about all the information is to be found somewhere between their covers. To argue that these questions are of equal value, or anywhere near it, would be a serious mistake, but they are intended to give general and particular information which often will answer many other questions as the student goes on with his study of English or any other subject.

³ See Johnson O'Connor, "Vocabulary and Success" in *Atlantic Monthly* (February, 1934), 160 ff.

Let us then consider the questions, together with some answers and/or comments to those whose value might be less obvious or even questioned: 1. For Webster what is the meaning of a number in parentheses after the pronunciation of a word? These numbers refer to a lengthy section on phonetics in the front of the volume. 2. How is information on etymology separated from other information in our dictionaries? To know that they use brackets is to save much time when a specific bit of information known to be inside or outside is desired. 3. How do W and OED label foreign expressions? This is only one of the many ways in which two or more dictionaries are alike. 4. By what two systems does F and W give pronunciation? By the revised scientific alphabet and by the usual textbook method. Unless a person knows which is which, he will be somewhat confused, just as he will also be very much pleased when he has learned how to use the two keys, or even one, for none of the other dictionaries uses a similar system. 5. Which definition is given first in all the dictionaries except F and W? One looking up such words as "deer," "girl," "defend," "let" and "wink" in the various works can only estimate how much accuracy can be attained and time saved by not going to the wrong place within any one dictionary. Ignorance of the answer is sometimes responsible for our selecting a definition that simply will not fit the context, or for taking too much time for the correct answer. 6. What do we use for a verb to express the passive voice? To know that almost without exception we use some form of the verb "to be" plus the third principal part of the verb may not, most of us would agree, be of much practical or any other value; yet all the dictionaries except OED and the Shorter Ox. classify the definitions of verbs as transitive or intransitive. The better way? 7. What three things make a syllable long in Latin? About two weeks spent on Latin pronunciation will, along with the Latin phrases taken up in the course, do much to give the student confidence in learning the origin of the Latin loan words comprising at least 50 per cent of our language, and will give him assurance of a fairly accurate pronunciation of the Latin phrases so frequently met in English. 8. What is the difference between a dictionary and an encyclopedia? 9. Name one of the two other labels used in W besides "subject" labels. To know the three is hardly indispensable knowledge. But to know where they are put and how a series of one of them is arranged will indeed promote accuracy and save time, even for a single word. Cf. "tooth" used in Carpentry or Masonry; or "light" (noun) as used in Theatrical Slang. 10. What dictionary would you not go to if you were in a hurry to get an uncommon meaning for a word in Chaucer or any other author? Expecting to find the answer in the first definition of F and W would certainly be a mistake. It is in the order of the definitions that our dictionaries vary so markedly (F and W from all the rest), and even older people are wasting time because they are unaware of the difference. 11. What three things does the average man want from a dictionary? F and W

says it is the spelling, pronunciation and the most common *present* meaning. All the dictionaries would agree on the first two points, but F and W is alone on the last, and therefore does not follow the historical order in defining. A not too obvious point to make here is that for speaking we need pronunciation; for writing we must have the spelling; but in no circumstance can we do without the meaning. This fact is completely disregarded by a weekly newspaper giving the pronunciation of several words the meanings of which are certainly known by fewer readers than supposed. 12. What is the importance of the date 1660 for W? All the introductory sections containing the information most frequently desired are surprisingly short. 13. Where are the foreign expressions in W? 14. What are the dates for Primitive Indo-European and Primitive Germanic? The fact that Primitive Indo-European must have been used about 2000 or 3000 B.C. and Primitive Germanic about 600 B.C. is certainly of no special significance in itself, but to be seriously wrong on these approximate dates is to have an inadequate knowledge of what we mean when we speak of Indo-European and of Germanic languages. Here we have perhaps one of the best examples of the practical value of a theory—that these related languages must have had a common origin. 15. What does the OED call the type of speech around which “scientific,” “dialect,” “slang,” etc., are grouped? A person who has read only a few pages of the epitomized introductory material has the advantage of being able to understand, at least better understand, much that is included on every page. 16. Roget is another name of a book called ———. 17. What are four ways of giving a meaning?⁴ Not only are we limited to four ways, but our dictionaries nearly always use only one of these—circumlocution. This fact at once simplifies and complicates our problems of defining—simplifies, because we know better how we must attack; complicates, because such definitions are not easy to frame. Cf. any dictionary on “apple” or “water.” It should be added here that while we do not pretend to train lexicographers, we do intend to teach a few elements of defining. It could hardly be asking too much, e.g., to expect nouns to be defined with nouns and verbs with verbs, and on these not even our foreign language students are too proficient. 18. What is another term for O. Aryan? If “O” is taken to have the same meaning as in Old English, one can certainly not use OED properly. 19. What is another term for Primitive Germanic? The OED uses O(riginal) Teutonic for this. 20. What is the meaning of a number such as “1-4” with various spellings in OED? These figures are used for thousands of words and indicate the spelling during the various centuries. 21. What do W, OED, Jones, Wyld, Century, F and W and Hempl have in common for using W? They are cited on disputed pronunciations for nineteen pages of words; these are to be found in paragraph 277 of the section on phonetics. A student is becoming an “adult” in language study when he definitely learns that not

⁴ See Leonard Bloomfield, *Language* (New York, 1933), 139 ff.

all words are pronounced the same way, even by highly educated people. 22. What is the oldest important Indo-European language? Note the placing of words from this language, or from any other—they are all logically arranged. 23. When was OE used? 24. What is the oldest important recorded Germanic language? 25. Where is High German used? 26. Why may a dictionary give only the Latin, not the Spanish or French, in an etymology? 27. What are the dates for ME? 28. What is the relation between the language of the Old Testament and that of the New? 29. When was the OED completed (without the Supplement)? 30. Give a pair of words for the shift of “k” to “h” (Grimm’s law). The fact that this shift, like most others, is found for many words confirms the student’s knowledge of relationship between languages that do not always look or sound so much alike. Moreover many words cognates of which illustrate Grimm’s law are in English derivatives—“pedal,” “dentist,” “agriculture,” “paternal,” “edible.” Authorities on foreign language teaching, moreover, recommend all possible use of knowledge about cognates,⁵ and students often develop a lively interest in them. 31. What do Soule, Allen, Fernald and Crabb have in common? 32. Modern English came from the ME: a) Northumbrian dialect, b) Midland, c) Southern. 33. Which dictionary besides W and F and W would give most illustrations, drawings and the like? 34. What is the importance of the date 1611? 35. Give an example (not “father”) for the shift of “p” to “f.” 36. For “d” to “t.” 37. For “g” to “k.” 38. What is the status of words in the lower section of the page for the dictionary having such a section? 39. What is the full form and meaning of “sb.”? 40. What information about arrangement of definitions will looking up the following in the various dictionaries yield: “deer,” “girl,” “defend,” “let” and “wink”? Cf. question 5. 41. Cognate words must have a similar ———; they often have the same ———. 42. What is the difference between a vowel and a consonant? 43. What dictionary gives least information on word history? One who knows the answer will not waste time looking for cognates in the one dictionary that doesn’t have them, and in that dictionary he will not have to skip material he wouldn’t want if it were there. 44. What dictionary has the most practical phonetic alphabet? The special key (in addition to the textbook method) by which F and W shows pronunciation recognizes the importance of phonemes, but since spelling is a matter of vision rather than of sound, it would not be claimed that a study of phonetics contributes much to learning spelling. 45. Who was the most important writer of the ME period? 46. The number of selections from various authors and works cited in OED is: 100,000; 500,000; 1,000,000; 1,500,000; 2,000,000. 47. Who revised “A Brief History of the English Language” in W? 48. The city that had the most to do with the development of the ME dialect was: Oxford, London, Cambridge, Liverpool. 49. Give two ways in which OE differs from Modern.

⁵ See *Language Learning* by Peter Hagboldt (Chicago, 1935), 121 ff.

50. What dictionary gives the most dates for quotations? 51. About 200 years after one of the following many of our Romance words came into English: a) a love affair of Henry VIII, b) the Norman Conquest, c) the signing of Magna Charta, d) Caxton's importation of printing into England. 52. The literal meaning of "orthography" is ———. Note a special section in the front of Webster. 53. What is the importance of the year 1933? Supplement to OED issued. 54. When was W last completely revised? 55. Give the author of one: *Words and Their Ways in English Speech*, *The American Language*, *The English Language in America*. 56. Name two dictionaries that do not use Greek characters. 57. Where does OED give a long list of sources? 58. What is the meaning of the number 277 with a word in W? See answer to 21. 59. Name a dictionary having no pictures or illustrations. 60. What words are defined with infinitives? See 17. 61. Where does F and W give what it does of the origin of a word? As noted, F and W is different from the others in the extent (and location) of this material. Better treatment? 62. Why do we say that words from related languages must have had a common origin? 63. When was Old High German used? 64. Where are subject labels given in W? 65. How are they arranged? See comment on 9. 66. What are antonyms? 67. What is the full form and meaning of "cf."? 68. What dictionary gives the most information on spelling? 69. The information in Roget: a) goes from the idea to the word, b) from the word to the idea, c) specializes in etymology. One reaches for Roget at the wrong time unless he knows the answer to this question, for this storehouse bridges the gap between what may be called the "active" and the "recognition" vocabulary of a person; the latter is perhaps three times as great as the former.⁶ 70. What are homophones? 71. What is the second largest dictionary? 72. What are the three tests of a voiced sound? Here we have an opportunity for some interesting, if elementary, discussion on the singability of consonants and vowels. 73. What is the difference between OE and AS? 74. What do we call a verb which has an object or has the subject acted upon? See 6. 75. Name five divisions of the Indo-European languages. 76. Name three divisions of the Germanic languages. 77. What dictionary is being compiled at the University of Chicago? 78. To what dictionary besides New Cent. would you go to make a selection of foreign phrases? See comment on 13. 79. What is the importance of the date 1150 for OED? No, OED does not list all words ever used in English. 80. What is the recorded language from which we get Swedish, Danish, Norwegian and Icelandic? Difference between ON and OIcel? 81. The change of OE "hūs" to Modern "house," OE "bāt" to Modern "boat" is called what kind of change? 82. Chaucer died: 1300, 1400, 1500, 1600, 1700. 83. The change in meaning for the words "deer," "meat," "girl" is called what kind of change? 84. What is the literal meaning of "cognate"? 85. Who

⁶ See P. G. Perrin, *An Index to English* (Chicago, 1939), 331 ff.

compiled a famous dictionary in 1755? 86. Which of the four ways of giving meaning is used most often? 87. Which is an example of pejorative change: "nice," "villain," "girl," "knight"? 88. A word probably existed in Primitive Indo-European: a) if OED gives a quotation containing it, b) if it is recorded in Latin and Greek, c) if it exists in several Germanic languages, d) if F and W cites it with a star. 89. Give the names of eight parts of speech. 90. Concrete nouns are distinguished from ———. 91. Why are suffixes of much less importance than prefixes? 92. What dictionary has a large section on proper names and a volume of maps? 93. What have W. D. Whitney, W. A. Craigie, W. A. Neilson and J. A. H. Murray in common? 94. F and W and what other dictionary have a good section on phonetics? 95. A definition should be "horse ———, bull ——— and pig ———." Horse high bull strong and pig tight. 96. What are the two necessary parts of a "logical" definition? The importance of these for defining abstract nouns can hardly be overestimated. 97. The number of everyday words that came into English from the Roman occupation was: a) practically none, b) about 300, c) about 3,000, d) about 10,000. How general is the notion that much of our Latin came from Caesar's time, and how much more prevalent is the mistake that Latin is the origin of English and indeed of other languages not belonging to the Romance group. And what a completely false picture of language growth and what a handicap for dictionary work and foreign language study this misinformation is responsible for! 98. A word was most probably in Primitive Germanic if: a) recorded in Latin or Greek, b) recorded early in a couple Germanic languages, d) Chaucer or Ulfilas says it dates from very ancient times. Only one certain of the answer "b" for both this question and number 88 is likely to have a good grasp of what we mean by the relationship between the members of the Indo-European or Germanic group. 99. What are the Greek characters for: "g," "n," "m," "d," "p"? Cf. 66. 100. Caxton took printing into England in: 1376, 1476, 1576, 1611, 1616.

A Cultural Experiment

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ONE of the trends in modern language teaching has been the growing emphasis on direct and immediate study of civilization instead of leaving it as a problematical outcome in future years. Perhaps we have had too many articles pointing out what should be done and the author assumes his share of the blame in this respect. While these articles made good reading, the classroom teacher often found himself beset with so many practical difficulties that he did little in the way of direct and purposeful cultural activity. The author believes that the time has come to point out specific examples of such activities which may serve as a direct basis for immediate application by the classroom instructor.

Townsend Harris High School has had out-of-class activities connected with the work of foreign language teaching for the last ten years. It was decided, however, to follow a limited but highly integrated plan of such activities as a definite experiment. The fundamental idea was to introduce new activities without disrupting the regular semester's work. It was, therefore, decided to have the following five out-of-class visits during the semester:

1. The Morgan Wing and Empire Room at the Metropolitan Museum of Art to study French furniture.
2. The Museum of Modern Art to study French contemporary painting.
3. French moving picture "Harvest."
4. Folklore program presented by the French Folklore Society.
5. Visit to the French Pavilion at the World's Fair.

In each case, the day before the visit was devoted to the acquisition of an apercéptive background, to vocabulary study and to a list of questions to be answered after the visit. Mimeographed material for the activity was also distributed.

The following material was given in mimeographed form:

1. Vocabulary lists (Generally there was a working vocabulary of about forty words and expressions for each visit). Examples:

Furniture	Painting	Movie	Folklore	World's Fair
meuble	peintre	film	danse	pavillon
bergère	pinceau	acteur	farandole	exposition
chinoiserie	toile	étoile	refrain	produit
fauteuil	paysage	directeur	bonnet	industrie
cheminée	couleurs	cinéma	costume	station thermale

2. History of French furniture: Louis XIV
Louis XV
Louis XVI
Empire—role of David

3. Contemporary French painters: lives
masterpiece
technique, important facts
about their art
4. French films: important facts of industry
outstanding men connected with films
outstanding French films in America
outstanding French actors and actresses in America
5. French folklore: related French history
map showing provinces
outstanding dances
typical songs
6. French Pavilion, World's Fair: various sections of building
high points of each section
details of sections to be visited
7. Questions to be answered. (These were in French but may be given in English). Examples:
 - a. Why is the Louis XIV style of furniture seldom seen in American homes?
 - b. Which style of French furniture is used most in American homes and why?
 - c. Why are painters like, Van Gogh, Picasso, Sisley and Modigliani called French artists?
 - d. Why is New York City the world center for French contemporary art?
 - e. Why don't the French producers make the so-called Hollywood type of super-films?
 - f. What quality did you observe in the French film you saw which you do not usually find in an American film?
 - g. Why might one say that folk dances are of greater social significance than modern dancing?
 - h. Which of the songs we have learned this semester may be termed folk songs?
 - i. Why does France have a pavilion at the World's Fair?
 - j. Name three improvements or changes you would suggest for the French pavilion.

The class that participated in these activities had their French lesson the last hour of the day, from two to three. For the first three activities they left school at two proceeding directly to the museum or theatre. The folklore program was necessarily an evening activity. During the museum visits all lecturing was in French, students having the right to ask questions at any time.

The day after the visit there was a half hour of discussion based on the

answers to the questions. Out of this grew the material for a written composition. In each case, an outline containing about ten ideas was developed on the board. This served as a basis for the composition which was written during the second half of the period. This composition could not be as free and creative as one in English would have been. It was really a linguistic exercise for which the cultural activity had served as a motivation. Some school systems might prefer a creative composition written in English. It might be said in this connection that many of the students did use their experiences for reports in their English classes.

The five activities served as starting points for a number of other activities:

1. Most of the students were so thrilled by the visits that they returned to visit the art exhibits, movies and fair during the same semester.
2. Students began to tie together fragments of knowledge they already possessed with the information gathered during the activities. Examples:
 - a. They began to identify illustrations in the newspaper advertisements on French furniture as being those of the Louis XV period.
 - b. They began to acquire a new concept of the art galleries along 57th street in New York City. They had probably passed them many times but had never known their real functioning. Some students brought in clippings of art sales in which paintings by the artists they had discussed were sold at astronomical figures.
 - c. They connected the film "Harvest" with "Topaze" and "Port of Seven Seas," both by Pagnol, and with the translations of Giono's books which were being advertised in current publications.
 - d. They began to see some relation between French folk dances and our own square dances. They followed with interest the trend toward folk dancing in various Swedish restaurants in New York City. When they read that the site of the former Russian Pavilion at the Fair was to be re-dedicated as the "American Common" which would feature folk dancing the whole idea held real meaning for them.
 - e. After seeing the Spa exhibit at the Fair, the word, "Vichy" had a new meaning. Most of them also realized, for the first time, that Saratoga Springs was something more than a race track.
 - f. They began to tie up some of the songs they had heard in the films "Maytime" (*Plantons la Vigne*, *Le Régiment de Sambre et Meuse*) and "The Great Ziegfeld" (*La Petite Tonkinoise*).
3. Many students read books in English related to the activities. Some of the books were used for reading reports in their English classes.

Examples: *Lust for Life*

Autobiography of Alice B. Toklas

The Song of the World by Giono

Recollections of a Picture Dealer by Vollard

The Pierpont Morgan Wing

4. Fortunately it was possible to arrange the Modern Museum of Art visit on the afternoon when *Un Chapeau de paille d'Italie* directed by René Clair was being shown. This worked in splendidly as the class was reading *La Poudre aux Yeux* by the same author. Since a special technique had been used in making this film, many students who were interested in photography gained a deeper insight into motion pictures.
5. Of minor importance perhaps, but nevertheless, of value, was the picking up during discussion of many French words often used in English, such as:
 - ormolu
 - chaise longue
 - vernissage
 - atelier
 - croissant
 - danseuse
 - apéritif
 - lapin (fur)

The plan for the future at Townsend Harris is to continue the program, instituting new activities such as an opera party, a French play (presented by one of the local colleges or perhaps by the French players), French classical art, French sculpture, Gothic architecture and French culinary adventures. Eventually there may be two sets of activities given in alternate semester, or perhaps the program may even be extended to include all ten activities in one semester.

Of course, many teachers will ask, "But how can we who do not live in large cities carry out such a program?" The only answer is that good substitutes can be found. Examples:

1. A picture exhibit of French furniture or modern painting.
2. Folk dancing and folk songs can be learned by the class if no demonstration groups are available.
3. Your local theatre manager may be prevailed upon to show a French film.
4. A trip to the nearest large city might be arranged.

In conclusion, therefore, it might be said that if we look at these activities purely from a linguistic angle, the students gained far more than if they had spent the equivalent time in routine classroom work. And why not? Were not the linguistic activities motivated by real life interests? Is not that the highest type of motivation that can be provided under any circum-

stances? Even written composition, probably the most difficult of all language activities, becomes natural, pleasurable, attainable when based on this type of program. The usual uninspired composition on "My Class" or "My Family" is eliminated in favor of more meaningful topics. Of much greater importance, of course, is the opening of new horizons, the gaining of new experiences and adventures, the school becoming life itself.

NOTE: It may be of interest to note that in addition to the regular grammar used the class read *La Poudre aux yeux*, the six issues of the French newspaper *La Voix de France* and learned ten songs from the booklet of French songs *Chantez*.

A College "International Night"

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(*Author's summary.*—An excellent "morale-lifter" is a college "International Night," sponsored by the department of modern languages and given with the cooperation of other departments. Using a basic pattern of little theater, museum, art exhibit, and cabaret, it creates interest and uncovers talent, besides providing a focus for much departmental work.)

THE Department of Modern Languages and Literature at Millikin has recently sponsored its sixteenth annual "International Night," and as ideas for next year pop into student and faculty minds, it may be well to share our enthusiasm with others who are fitting language department activities into college programs.

"International Night" at Millikin is a general fiesta involving some sixty to seventy students out of a total enrollment of slightly over seven hundred. An outgrowth of the annual open meeting of the *Cercle français*, it began in 1925 when the German and Spanish clubs were invited to join with the French in singing Christmas songs in the three languages, with brief talks in English on the Christmas customs of the various countries. The French club continued to be hosts for a few years, then this honor was assigned in turn to each of the three organizations. The basic pattern as it then evolved included several fixed items: a "little theater," adapted from a large lecture room in the department, with short plays and dialogs; a "museum" for the exhibition of curios, souvenirs, and old books; a "Louvre" with reproductions of foreign paintings and sculpture; and a "cabaret," with a floor show featuring familiar songs and folk dances. In the "theater," an equitable arrangement gave the most important play to each club in turn, with the other two offering supporting numbers. Everything was free except admission to the cabaret, where the ten cents charged covered the expenses of drinks, cakes, and pretzels.

This basic pattern has not changed, but the enthusiastic response of students and friends has been such that in 1939 the plays were given in the college auditorium, with the cabaret and exhibits still in the departmental rooms. In 1940 the plays were again given in the auditorium, the museum and book exhibit were moved to the main floor, and the café and art exhibit took over more space.

An examination of the programs for the past two years will give an idea of what is offered, and for the benefit of any who may wish to sponsor a similar project, each part is discussed in detail.

THÉÂTRE INTERNATIONAL

In the 1939 program, the Spanish play, *Fantasmas de Teléfono*, was produced in cooperation with the speech department—that is, by a student in

the regular play production class who had also had some Spanish. When the "flu" and the basket-ball schedule devastated the cast, the Freshman football coach stepped into the breach and in spite of the five years elapsed since his college Spanish days, played a leading rôle, to the delighted amazement of his eye-popping Freshmen. All other rôles in the plays were taken by students.

The *Scènes de Molière* were arranged and presented by a fourth year class in French drama, who had just finished an intensive study of Molière. Each member of the class took part, and as four of them were among the best and most experienced actors in the college, they did the scenes well. Scenes chosen from *Don Juan* were fitted together to show Don Juan's philosophy, his technique with the peasant girls, and his receiving the challenge from the Statue. Those from *George Dandin* showed Dandin duped by his wife, and the closing scene of the play.

The German play, *Nationale Schuldisziplin*, was an original sketch showing the college as it might be if "der Fuehrer" should take it over, reaching a climax when, under the direction of an almost too realistic Hitler and his brownshirts, all progressive text-books were condemned to the bonfire.

The 1940 program was quite different, with "Gaieties" as the central theme. Marionettes performed the rôles in the old farce, *Le Cuvier*, with the lines dramatically read by three advanced French students while the strings were pulled by experts from the city marionette shop. In the "Ratskeller," German students grouped around tables on either side of the stage, formed a lusty chorus for the solos, duets, trios, and quartets of the program, while a German band filled in all the chinks and played for the folk-dance and the lively *Schnitzelbank*. A high point was reached during the singing of the *Lorelei*, when a lifted curtain showed the siren perched high on her cliff, with the heedless "Schiffer" drawn across the stage in his tiny boat. (His shipwreck revealed the wheels of the toy wagon still turning.)

The Spanish play, *Un Norteamericano en Méjico*, led naturally into the *Fiesta*, with "Roberto" continuing to explain to "Fred" the various Mexican dances and songs. The play and fiesta were gay and colorful, with Mexican costumes, make-up, and scenery, and all the sarapes, baskets, pottery, and Mexican hats the property man could lay hands on. The "Orquesta Típica" featured guitars, violins, and gourds, and did before-the-curtain duty during the scene-shifting, alternating with the German band.

INTERNATIONAL MUSEUM

The museum, always one of the most cooperative projects, is also one of the most interesting. On large and small tables, borrowed from any department that possesses them, are spread the treasures of the town-and-gown globe trotters—grandmother's wedding gifts "from the old country," the "machete" that Cousin Fred used in Bolivia, and the Christmas greet-

ings from the French war-orphan. The townspeople first lend and then come to see, with each visit reminding them of something that we *must* borrow from them next time. One year, through the interest of an out-of-town visitor, were shown some priceless old French documents, including a marriage contract witnessed by Napoleon.

Foreign dolls are a featured item, with whole collections generously offered. Foreign books and games are received in such numbers that a separate room is now reserved for them. Last year a local minister showed his extensive collection of old German Bibles, and the mother of two small daughters exhibited a collection of French children's books. Colorful new foreign-language texts were tactfully inserted into the display, with choice items from the college library.

ART EXHIBIT

The college is blessed with an unusually gifted and cooperative art department. As a result, not only are our advertising posters most attractive, but also on "International Night" we step directly into an "Atelier de Paris," where authentic students sketch from life, and competent guides conduct tours through a miniature "Louvre." Reproductions of foreign paintings never lose their charm and interest.

CABARET

The café, "Der Blaue Moulin Cosmopolita," is the gayest spot of the evening. The name is a unique and international variation of the name of the college "hang-out" (The Blue Mill), and has become traditional. Also traditional are the dozens of card-tables, covered with gay red and blue checkered cloths, borrowed from everywhere and set up in the largest classroom available. Walls and blackboards are covered with colorful posters and signs in the three languages, an amateur but effective "bar" behind screens serves drinks, and the waitresses, recruited largely from the Freshman language classes, wear picturesque peasant costumes. The "drinks" listed include such items as "vin rouge, champagne, Rheinwein, Apfelsaft, vino tinto, Cerveza XX," and the like; but regardless of what is ordered, the customer gets grape juice, root beer, coca-cola, or pop, at the discretion of the waitress. "Petits fours" and "bizcochos" arrive with the drinks, and a capped and aproned "Pretzelmann" offers huge pretzels from his long stick.

The floor show features lively songs and dances, and the audience joins in the chorus. As the space is limited, the show is given three or four times during the evening, but the crowds only add to the fun.

All this does not come to pass without work, and plenty of it. Many persons are involved and most of them are busy students. But the systematic plan in use spreads out the actual work as much as possible. First of all,

the date is chosen and the auditorium reserved a year in advance, usually for the second week in March—a date which ordinarily avoids examinations, vacations, and the end-of-the-semester rush. The presidents of the three clubs form the general committee, rotating the chairmanship. They, with the social and program chairmen and the departmental faculty, have a luncheon-meeting early in the year to work out general plans and appoint committees, and the work is under way. Other departments cooperate. The art department participates directly, the Conservatory of Music furnishes soloists and other musicians, the speech department helps with plays, scenery, lighting, and make-up, the business administration department oversees the making of programs and tickets, and the physical education department helps to train the dancers.

And the students—they love it. The dividends in interest and enthusiasm are so great that no one minds the work. Volunteers are plentiful for both actual performance and behind-the-scenes drudgery, and as many are used as is at all possible. To leave out of consideration the purely linguistic benefits of such an undertaking—and any modern language teacher knows they are many—the psychological results are enough to make it worth while. There is a certain release in doing things in a different rôle from the every day one. The shyest man in the class made the most amazingly vivid "Fuehrer," and one of the most retiring lads in the department turned out to be a property man who produced cacti and Rhein scenery with the greatest of ease. Even the Freshman waitresses do their best with a clientèle using three languages at once. And to see a history professor banging a (root) beer mug on a café table while shouting "Ach, du lieber Augustin," gives a new slant on faculty-student relations.

An Interesting Language Project

ESTHER BAIRD

Canonsburg, Pennsylvania

MOTIVATING child interest in any subject is the basis of all good teaching. After several successive years of planning interesting project work for the pupils in my French classes, last year I permitted them to decide upon and work out their own plans. Three restrictions were imposed: first, it must be relative to French; second, it must be valuable to all; third if it were a written report, a minimum of 3,000 words, together with a complete bibliography was required; also the reports must be read before the class.

This assignment was made to the first and second year classes at the beginning of the second semester. At the end of three months all work was to be completed. The first week was given to concentrating on plans and sources of material, at the end of which time each pupil submitted a report of his choice and the amount of help he could expect from the various sources he had studied. If after reading these reports there was any doubt as to the choice of any pupil he was called into conference to defend his plan or to receive help on a more feasible one. Also if there were more than two exactly alike, one could be changed. Variety is necessary to interest.

After the first report, pupils were required to hand in a report at the end of each succeeding two weeks as to the progress of their work. Slow pupils were thus given equal opportunity with the more prompt. Such organization eliminates procrastination. Much comparing notes on stages of advance and types of work sustained the interest among the pupils. At the close of the three months' period we were all eagerly awaiting the results.

Display tables were set up. The school bulletin invited all interested to visit the exhibit which was kept open three days.

A number of girls had dressed dolls in provincial and period costumes, among which appeared Napoleon, Marie Antoinette, Madame du Barry, the Briton fisherman's wife and the Alsacienne jeune fille; a twenty-four hour clock; embroidered French designs; painted and burned-wood designs of chateaux, flags and costumes; soap carvings; two different models of peasant homes, one of which was so constructed that it could be furnished as a project for another year; miniature French airplane models; a stamp collection of all the French colonies, together with the geographic location, population and principal city; a trip to a French inn grew out of a collection of French recipes compiled by two girls; a child's primer was made by a second year girl who was proud of her knowledge of French grammar; one pupil, especially talented in art, wrote a resumé of five of the great French operas and illustrated them with original paintings—the exhibition of this

book did not stop with our display table! One boy who found his French grammar especially difficult displayed a perfect miniature model of a guillotine.

So much interest was shown that we were asked to repeat the exhibit during Education Week of the current year. One of the most beneficial results was the interest created among the pupils of the oncoming classes who were undecided as to whether French is sufficiently valuable to put on their schedules. After this display of work they had the feeling that more was to be learned from the study of French than detached grammar fundamentals—a new interest had been created!

Language, Intensive Versus Extensive Reading

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(Author's summary.—The educational value of language study is comprehension. This article tends to show that, owing to man's process of learning, the channel that leads to real understanding and brings permanent results, is the intensive method. To be prepared to read extensively, let us prepare intensively.)

SENECA once said that man changes biologically every ten years; Goethe affirms that civilization is transformed every fifty years. We may also state that the concept of language teaching in the United States is transformed practically each decade. The consensus of opinion in 1942 no longer fully coincides with the principles of 1929.¹

Our categoric imperative invites us from time to time to survey anew our subject matter; it gives us a certain satisfaction to know whether we have been aware of the efficacy of our methods, of our technique, or of the failure of our ministrations. Taking for granted that in our nation, as a whole, 65%² of the students do not go beyond a two year course in language study, there seems to be, a general consensus of opinion that reading is and should be the primary aim of foreign language teaching in the United States. Assuming, *a priori*, that the statement is true, will that goal be more fully and more richly attained in two years time, through the technique of *extensive* or *intensive* reading?³ In order to come to some definite conclusion, let us briefly attempt to evaluate language *per se*, its meaning, its function and perhaps through the correlation of both, we may come to an objective conclusion as to the merits of either method. Should I be found in error in regard to the premises or the conclusion, I shall, for my consolation, take refuge behind the statement of Bossuet, "L'erreur n'est qu'une vérité dont on abuse."

I

How shall we define language? In studying a word we gain nothing by trying to define an abstraction by another. By saying, for instance, that liberty is freedom, we turn around a vicious circle but fail to define anything comprehensively. If we do follow this mode of definition, we start with what

¹ Without going into the early beginnings of language teaching in America, we may say that new directions were definitely advanced in the early nineties as per the report of the Committee of Twelve, *Method. of Teaching Modern Languages*, D. C. Heath and Company, 1893. Soon after 1914 a new direction was apparent and in 1929 further data with new theories found their way in *The Teaching of the Modern Foreign Language in the United States* by Algernon Coleman—The Macmillan Company, 1929.

² Cf. *The Teaching of Modern Languages in the U. S. A.*, p. 22 and following, by Algernon Coleman—Macmillan Company.

³ For a detailed account of this subject, cf. *The Teaching of Modern Foreign Languages in the United States*, by Algernon Coleman—Macmillan Company, 1929.

philosophers call a "petitio principii" that leads no farther than an argument "ad hominem" and, in last analysis, settles nothing. "The true meaning of a term is to be found by observing what man does with it, not by what he says about it."⁴ The best way to give a clear idea of language is to define it by its function, bearing in mind that "if a question has meaning, it must be possible to find an operation by which an answer may be given to it."⁵ Language, says De Laguna, is "The means of expressing or communicating ideas."⁶ Others have said that "language may be defined as the expression of thought by means of speech sounds."⁷ Language either written or spoken is expressed by signs that are symbols of ideas or by words of mouth that convey meanings. The function of language is to propagate ideas, to cultivate science and promote civilization. Language is a social activity by "means of which men are brought into a new and momentous relationship."⁸ "Language has become one of the chief human activities which it served to correlate and coordinate."⁹ There is no doubt that language is the foundation of our civilization and the necessary link that binds the present to the past. "Thought without language is relatively impotent, whereas language without an active mind to exploit it remains a mass of mere possibilities." Thinking is outwardly expressed by words arranged into orderly sentences. Language is man's supreme gift for lending voice to his feelings and judgments; in it we find thought, feeling and will. The evolution of civilization is incomprehensible without the development of language; we cannot conceive government, law, religion without it. Science and civilization evolve only through language. The written or spoken idioms stimulate both imagination and intellect by the help of some external stimuli that point the way; they lead us toward what Kant calls the mathematically sublime and dynamically sublime. Language carries our imagination through time and space and by its suggestiveness reveals to us the magnitude and the mystery of nature. It is with the aid of written symbols and linguistic documents that "man carries the past along with him and rediscovers it in the future."¹⁰ The same thought is expressed by Aristotle when he says that language is the greatest asset of man and thought linguistically expressed is a living function which presupposes antecedent functions or types of souls— $\psi\upsilon\chi\eta$.¹¹ Language, then, develops hand in hand with knowledge both in the individual and in the race; it is indispensable to thought and its communications."¹² Language is, in sum, the greatest asset of man; it is a prerogative

⁴ Bridgman, *The Logic of Modern Physics*.

⁵ Bridgman, *Op. cit.*

⁶ De Laguna, *Speech, its Function and Development*, Yale University Press.

⁷ Henry Sweet, *The History of Language*.

⁸ Pierre Janet, *Les Méditations Psychologiques*.

⁹ Avey, *The Function and Form of Thought*.

¹⁰ R. F. Piper and Paul W. Ward, *The Fields and Methods of Knowledge*.

¹¹ Aristotle, *De Anima*, Bk. 2.

¹² R. F. Piper and Paul Ward, *Op. cit.*

that makes him the king of creation. It behooves us to treat language with reverence and observe the great Frenchman's moral precept "ne se servir de la parole que pour la pensée et la pensée pour la vérité."¹³ Language demands our respect as well as our diligent study; the methods and techniques to master the various idioms that come under our care ought to command the scrutiny of our attention. Let us briefly investigate which of the two reading methods—intensive or extensive—are likely to facilitate comprehension and be conducive to better results.

II

Commenting on language Aristotle said that "words are the signs of ideas which, in turn, are the signs of things." Language, in its highest function, is thought concretely expressed. Now, in order that thinking may go on and develop in a definite and orderly manner; in order that meanings be handled without confusion, it is necessary that definition takes place for, not to be mean one thing is to mean nothing. "Terms which wobble are worse than useless in that they may be positively misleading."¹⁴ The main business of thinking is to interpret reality with the help of words that represent objective entities. Things as being in themselves and by themselves cannot be postulated; they are not conceivable. Things are related and again interrelated. This is true not alone of matter but also of the mind. "To think is to relate, just as to be is to be related," said Lotze.¹⁵

It is logical to assume that in order to be able to interpret reality by thinking, we should, in some way and in some degree, understand reality itself. So that thinking may go on precisely and meanings be handled without confusion, we must have experience because experience and observation alone bring to us the knowledge of things and facts that represent the world. Our High School and Junior College students are lacking in that comprehensive experience which is a prerequisite to knowing because of their tender years that prevent the extensive grasping of the concrete and their limited intellectual preparation that circumscribes their vision and comprehension. Should, then, our students be allowed or counseled to read extensively before they are trained and adequately prepared to read intensively? It would not be amiss to recall the wise advice of Horace: "festina lente" and to follow the very practical precept of Cicero: "in all matters, before beginning, a diligent preparation should be made." To interpret thought and feelings we must have intelligence to comprehend and experience to integrate, to re-create, as it were, and, thereby, understand truth which is a direct, immediate apprehension of reality. Words imperfectly understood may, at

¹³ Blaise Pascal in *Pensées* says. "Toute notre dignité consiste dans la pensée.—Travaillons donc à bien penser; voilà le principe de la morale."

¹⁴ R. F. Piper and Paul W. Ward, *Op. cit.* See also Locke's *Essay on Understanding*.

¹⁵ Consult also Descartes' *Discours sur la Methode*.

best, impart a vague percept or undefined feeling but will fail to give us truth and clear knowledge. The background of a High School or Junior College student does not extend far enough in experimental knowledge nor in academic preparation; without that proper background, thought is limited and objective interpretation well nigh impossible. "Thinking is indispensable to knowledge; little or no advance in knowledge can be gained without more or less of logically correct and prolonged thinking."¹⁶ Life is organic before it is intellectual; feelings, intuition, precede intelligence; it is why youth feels before it thinks. Intensive reading started too soon would tend to go contrary to the natural development of young students. We must not forget that human knowledge is circumscribed, essentially conditioned by the nature of the knowing subject and the object known. Extensive foreign language reading posits experience and knowledge that are not found in young people of the Junior College level.

Language is, in some respects, the easiest and most natural function of man. It is used by the child to give expression to his needs or to his emotions as well as by the thinker to exteriorize his deepest thoughts. We begin to realize the difficulties of language when we start to analyze in order to get the exact meaning of words or of the thought they convey. A student of foreign languages should be thoroughly grounded in the fundamental principles of grammar, of word order together with the liberal connotation of words before launching on extensive reading. We would not think of reading mathematics without a knowledge of mathematical terms and mathematical formulas.

It is hard to imagine how we can improve thinking by thinking unless we study its processes, its methods and techniques. The processes of learning are vitally important in education in general and in languages in particular. The wrong method may have a deleterious effect upon the final ability to read understandingly. True it is that language is a tool but the fact is that we must know the tool and how to use it if we want to get the full benefit of it. Grammar and vocabulary are the indispensable instruments of reading. If we embark on extensive reading without some definite preparation in these two fundamental points, we start on false premises and we are bound to reach the wrong conclusion. Extensive reading undertaken too soon or done at random may develop empty skills without intellectual profit and will fail to yield definite, objective information. Let us remember that only a meaningful reading generates useful and definite information. The final value of reading is not reading *per se* but comprehension and appreciation which, in last analysis, are the only permanent factors that constitute the ultimate goal of language study.

One essential point in language study is the definition of terms. We frequently become aware that a word may be given a certain connotation by

¹⁶ T. Ladd, *Life and Reality*, Dodd, Mead and Company.

the writer and receive a different one by the reader. The mind postulates a comprehensive harmony between itself and the object and the mind is unsatisfied until it finds that intellectual integration.

Words that represent objective quantities such as—tree—table—dog—cat, etc., are objects of experience, therefore, of exact definition while abstract terms such as—charity—trust—etc., are nothing but metaphysical, subjective symbols difficult to understand and often void of accurate, definite meaning. Such abstract words are the expression of a state of consciousness which may elicit assent for some and dissent for others. We should be constantly aware of the tendency of readers to see their own meaning reflected in a given text when it would be necessary to search for the author's true meaning.¹⁷ Since we know that experience and observation alone bring to us the knowledge of things or facts that represent the world, the young student should be made to understand by the medium of an observed or, at least, of an observable fact before the definition becomes legitimate in his mind. In order to comprehend we must re-create within ourselves the plastic modalities of a symbol expressed metaphysically. Let us suppose we want to define the word *causality*. We find that many define it as follows: "Causality is the necessary link between cause and effect." This definition is an incomprehensible jargon that seemingly tends to consider as resolved a question that is not even postulated.¹⁸ What is, indeed, meant by necessary link? What is cause? What is effect? The domain of truth or falsity is conditioned by a clear consciousness of facts and not by a meaningless metaphysical tautology. The student, therefore, must be given a concrete example to demonstrate the meaning and help him to understand. Suppose we take the word—melody—as an illustration. This word is an empty sound until a musician comes along, creates a tune, associates the tune into orchestration and, as he begins to play the tune upon some instrument, the student grasps the sense of—melody. If language is a sign, a symbol of ideas or of things, as said Aristotle, it must, in order to become vital and comprehensible to the young, be germinated by a sort of concretization, otherwise language resolves itself into a series of sounds without scientific, definite meaning.¹⁹

Writers and debaters on Facism, Communism or Democracy battle over the important differences between these political schools and creeds; they kindle emotion, generate heat but produce no light for it becomes soon doubtful whether the essence of thought involved is adequately understood through the windmill of so many unclarified notions. Language may be a

¹⁷ The same idea is expressed in the *Summa* of Thomas Aquinas 1a, 78 "Quidquid recipitur, recipitur ad modum recipientis."

¹⁸ Cicero was hard on philosophers sometimes: "Sed nescio, quomodo, nihil tan absurde dici potest quod non dicatur ab aliquo philosophorum." *De Divinatione*. Lib. III, Cap. 58

¹⁹ Thomas Aquinas reflected the same idea when he said: "Visus appetit visibile, solum ad suum actum, scilicet ad videndum." *Summa*, 1a, 78 Harcourt, Brace and Company.

handicap to thought when handled by intellectual fakirs who lack intellectual preparation to relate their thinking onto objectivity. A knowledge of words is necessary for the writer and the reader alike. "I thought I knew what 'idealism' meant right enough" said Stuart Chase,²⁰ "and I had used it many times with confidence. Indeed, on examining my own mental process, I had some difficulty in determining what I did mean by this lofty word." A young and inexperienced student is bound to find serious trouble should he embark too soon upon the perilous sea of extensive reading. The loose connotation of words explains the useless character of many discussions among men and the frequent impossibility of agreement because of a maze of undefined phraseology. Scholars themselves have been engaged in endless discussions and arguments over the meaning of *Don Quijote*, *Hamlet*, the *Misanthrope* and *Faust*. "Life is a fisico-chemical phenomenon," says Frank and words representing things or ideas must be made clear for the sake of the young, through that materialistic phenomenon. This explains why comprehension will come through experimental action or a process of visual, sensorial re-creation of past experiences. As soon as we move higher and higher into the abstract and the general in any formulation, the observable facts grow thinner or disappear and the definite comprehension of the problem is lost in the multiplicity of various interpretations.—Quot capita, tot sensus.

The intelligent cultivation of grammar, the critical study of language, the analysis of words are the indispensable steps toward a well defined scientific thought and the only worth-while preparation for extensive reading. If writers of all sorts would be guided by this premise, that is, if they took the elementary care never to write a word without knowing its definite meaning, books would be enriched with a much needed improvement and students would show quick and unheard of progress.

In order that the student may be able to judge the principles involved in a book, we have to assume that he has not only a sufficient familiarity with the language he is reading but possesses the ability to deal adequately with the thesis or the problem as presented. This means that the student is supposed to have acquired sufficient linguistic skill supported by a certain standard of academic preparation. A High School or Junior College student has neither and is incapable to benefit by extensive reading. No one can deal fairly with a discussion formulated by another unless the linguistic difficulties are removed and the power to analyze the text and context has been acquired through the usual channels of academic preparation. The reader must be able to distinguish the logical aspect of an argument from the rhetorical or the emotional; he must be able to detect the central proposition, the essential point of the author. This was the recommendation of Plato and Aristotle; the same idea was expressed by Descartes and echoed

²⁰ Stuart Chase, *The Tyranny of Words*.

by Spinoza who entitled his famous *Ethics: Ethica, more geometrico demonstrata*. Comprehension of contents should be the ultimate goal of reading if we wish to go beyond the mere elementary stage of guessing at words. In such a case, why not take the dictionary as a textbook? Extensive reading started too soon tends to create an atmosphere of superficiality. Students get the habit of skimming through and, in too many instances, keep the habit as an appendage of their cultural training. No lasting benefit has ever been acquired through hurried reading. The main duty of the student is not to wander freely through dreams or subjective speculations but to get the author's meaning, to attempt to penetrate his thoughts, his personality and follow the development of his ideas. Let the reader "apprehend the motive that inspired the writing," then, after acquaintance with the whole, "the student must follow the details of the main thought that vivifies a piece of writing."²¹ A serious study is always imperative, a long meditation necessary to familiarize oneself with vital points; a substantial knowledge of the author as well as of the time in which he lived is quite useful. It would be absurd, for instance, to attempt to understand Dante or Thomas Aquinas without a solid background of the Middle Ages; to appreciate Galileo or Rabelais we must know the Renaissance; Goethe, Byron and Chateaubriand would be out of our intellectual reach without, at least, a superficial acquaintance with Romanticism. Assign *Don Quijote* to an ordinary student and the episode of the wind mills will be the only major event he is likely to remember. We have been lured for the last fifteen years or so into the half explored field of extensive reading without a sufficient understanding of its basic principles and consequences. We ought not to forget that "in translating a difficult sentence into or from a foreign language, we may know the dictionary meaning of all the words and yet be unable to fuse them into a meaningful whole. We cannot think a term without thinking something of it."²²

III

In our eagerness to enable our students to master reading early and quickly, we have disregarded the most elementary sense of logic forgetting the sound advice of Seneca: "haste trips up its own heels, fetters and stops itself." Many among us, in search of quick results, have embarked on the unreliable Recognition Method. The recognition method unfortunately rests upon the assumption that the student will recognize a word, a cognate, let us say, and from the spelling identity conclude without further ado, to the identity of meaning. This basic assumption is unwarranted because it encompasses too much and takes too much for granted. Before the student's mind may re-cognize it is necessary that he be able to cognize. Now, I am

²¹ F. Olgiati, "La Scholastique Italienne et ses Caractéristiques Essentielles," *Revue Philosophique*, 1935.

²² J. S. Creighton, *An Introductory Logic*, p. 338.

positive that in the case of an ordinary student, re-cognition is a premise that begs demonstration. Most of our Freshmen and Sophomores have not, in this day and age, the linguistic background necessary to re-cognize much and the result of such an approach to reading is an inextricable mix-up. Identity of words, similarity of form in different languages does not always connote identity of thought whether they are taken separately or studied in their context. The re-cognition method will not solve the problem of foreign language reading because it does not seem to be built on logical grounds and, furthermore, does not appear to take into consideration the pupil's background of experience, vocabulary, reasoning capacity together with the ambiguity of meaning in two different languages. The criterium of measurement of such a process is hard to imagine because it eliminates all possibility of exactness. The learning involved in the learner is too volatile, too subjective and too uncertain. The conclusion, that is, the recognition process does not appear, under present circumstances, to be valid. One basic principle for successful teaching is to know the limitations of the pupils. The re-cognition method does not seem to take limitation into account. The reading rate must be adjusted to the thinking and not the thinking to the reading rate.

Extensive reading begun too soon appears to be an ambitious ideal whose principles may be questioned. Those of us who have a long experience in the field know that extensive reading undertaken in the first two years does not yield the results at first anticipated. It is soon discovered that "large quantities of materials which should be highly stimulating are mulled over with a minimum of mental effort under the assumption that somehow, the ideas which are there will pass into the mind of the reader. Such contacts with the printed page usually result in the repeated reading of material dealing with a given point but in no instance result in vigorous thinking. Overlooking the fact that the essence of reading lies in the thinking and not in the 'word-viewing' aspect, causes us to attempt to substitute quantity for quality."²³

Wide reading, extensive reading, if you will, is not to be condemned *per se*; it is a useful asset provided it is done by people prepared for it. If one wants to do research work or if one chooses to relax or day-dream and let his imagination wander hither and thither, it is good for the soul and resting for the mind but it goes beyond analysis and cannot be exposed to the judgment of any grade giving instructor because the whole process rests primarily on feeling rather than on understanding.

IV

The study of foreign languages is to-day more useful than ever considered in its cultural aspects but especially in its practical applications. Edu-

²³ H. Blackhurst, *Principles of Methods*.

cators, I take it, Principals and Superintendents, in fact, all those who have a part in shaping the programs of our educational system, are, deep in their subconscious feelings, interested in the study of foreign languages. There is no general serious opposition to language as such anymore than to mathematics. Many educators believe in our subject matter and its vast possibilities but not a few are suspicious of our methods or dubious of our results. Clear it is that the problem revolves around a vicious circle for, on one hand, we are told to raise our standards, to better our results and, on the other, we are not given sufficient time to obtain the much desired ideal. We can, however, even with time limitation, accomplish marvels if we cling to a definite, scientific approach. I dare hold the opinion that we shall gain, in time to come, the respect of our opponents by the quality of our work, the definiteness of our standards, the logic—the reasonableness of our method, but not by the illusory dream of quantity that leaves no permanent mark in the wake of an unscientific learning that evanesces as soon as it gathers.

As long as reading seems to be our major aim, let us thrive to make reading as efficient as possible remembering that extensive reading is not necessarily a positive value; it may even be a detriment to deep culture and sound intellectual formation. Dynamism in reading is the thing to be looked for. "It is far better for the student to be stimulated by reflexion by one master statement of a given problem than by several incomplete and muddled statements of it. As a matter of fact, the latter may act as barriers to the process of thinking. We give altogether too little attention to master sources and too much to the quantity of reading."²⁴

Let us have reading, intensive reading as well as extensive reading whenever we are ready for it. We could do no better than to prepare our students for the genuine reading of foreign languages but let us make sure that they understand. "Happy is the man that findeth wisdom and the man that getteth understanding."²⁵

²⁴ H. Blackhurst, *Op. cit.*

²⁵ Proverbs, Chap. III, 13.

Testing in Radio Language Courses

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(Author's summary.—Among the methods of estimating attendance in a radio language course are official enrollment figures, amount of correspondence received, quantity of texts bought from publishers, and number of tests mailed in. Tests probably furnish the most accurate means of estimating attendance and the degree of success of the course. They also direct the attention of the student toward the skills the instructor wishes to emphasize. They afford to the listener a frequent opportunity of asking questions and of making suggestions. But students must be persuaded to want to send in tests. This may be accomplished partly by making the taking of tests a requirement for receiving free material used in the course.)

HOW many students actually attend a radio language course? How may the degree of success of such a course be determined?

The success of commercial radio programs is based upon the number of listeners, and this number is computed by the amount of mail received in response to a program or series of programs. Each letter or card is said to said to indicate from seven to twelve listeners.

The success of a radio French course may actually depend upon factors other than the number of auditors—upon the quality and effectiveness of the teaching for instance. But as long as the numerical concept of audience obsesses station owners, the actual number of listeners will remain of considerable importance in estimating the effectiveness of all courses. Therefore, it is necessary to arrive at some means of counting the number of students participating in language courses offered over the radio.

There are several ways of estimating the audience in such courses. As in the case of commercial programs, the number of letters or cards received over a period of time forms some basis for an estimate, but who can say what is the proportion of students to the pieces of correspondence received? What allowance must be made for the fact that a limited number of enthusiastic students write at very frequent intervals? In general, the amount of correspondence is not a completely satisfactory manner of gauging attendance of radio language courses.

Educational stations often ask their students to register in the courses, and in such cases the enrollment figures have a certain significance, especially a relative value.¹ But these enrollment figures indicate very little, nor can they be properly interpreted unless they are accompanied by details of the conditions under which the inscription was made. If registration is merely a formality, carried out at the pleasure of the student, it is probable that the enrollment figure will be far below the actual attendance in such a radio course. But if inscription is a prerequisite for receiving booklets to be used in studying the course, the enrollment figures will rise in direct propor-

¹ See the comparative figures of enrollment in various radio courses offered over station WOSU from 1934 to 1939, *Modern Language Journal*, December, 1941, p. 866.

tion to the amount of attractive free material sent out. At the beginning of certain of our radio French and Spanish courses, for example, large mimeographed texts were offered to all those who enrolled. The registration in each of these courses tended to approach five hundred students. During subsequent French courses given over the same station, the students were obliged to purchase a printed text from the publisher. In some of these courses, only a few pages containing mimeographed outlines of the course were sent out; in others, nothing at all. The enrollment of these classes dropped to less than one hundred fifty persons. Whatever other reasons for this decrease in attendance, the absence of the free mimeographed material was a considerable contributing cause. Registration figures, then, are not completely satisfactory for estimating the number of students really listening steadily to a radio language course.

When a printed text is used, there is another method of checking the number of listeners. It is advisable to have this text purchased directly from one of the publisher's offices or through one bookstore. In such cases, the publisher or bookstore selling the book is usually glad to keep count of the number of orders for single texts coming from the area served by the station giving the course. In the above mentioned courses where printed texts were used, the number reported sold by the publishers was approximately the same as the number of students enrolled. It is likely that anyone interested enough to buy a text will follow the course; if a few others buy it, their number is counteracted by still others who may have had the text in their possession at the beginning of the course. Thus the total number of printed texts sold forms a fair basis for computing the attendance of courses where such texts are used.

There is a fourth method of computing and checking enrollment during the radio language course, one which offers a much more satisfactory solution not only for determining the actual attendance but also for judging the real results of the course. This is a study based upon a series of tests which are mailed to the instructor by the students taking the course. If listeners can be induced to send in these tests because they appreciate the value of taking tests, or if the course can be so conducted that students cannot easily continue without sending in tests, then the number of tests received will form some accurate basis for computing the number of active students in a radio language course.

Tests in an educational radio course perform some of the same functions as tests in an ordinary classroom course; they are helpful to student and instructor alike. Tests cause the student to review the material covered in a given unit; they make him organize the subject-matter into a meaningful whole whereas he formerly has seen it only in unrelated and isolated parts; they induce him to emphasize the material or skills which the instructor wants to stress; they reveal to him his weaknesses; and they give him a more

definite idea of what he is doing on the basis of percentage and in relation to others. In addition to these advantages to the student, radio tests indicate to the teacher some measure of the effectiveness of his teaching; they afford one of the best means of communication between the student and radio instructor; and they offer what is perhaps the most accurate way of estimating the number of members participating in a radio class at any given time during the course.

In spite of these obvious values, it is difficult to persuade some students to send in tests, for tests involve work and knowledge. Even many who follow the course steadily and with considerable interest hesitate because of timidity; others fail to write the tests through procrastination. But if the tests are to be of value in estimating attendance, the pupils must be led by various means to want to send in their tests. It is one of the purposes of this article to outline methods by which students in a radio French course were induced to send in from two to three hundred tests about once a month.

When this course began in October of 1938, the Ohio State University educational station WOSU had been offering foreign language courses half an hour a day, five days a week, for nine months of the year since 1934 and language courses at other intervals for a number of years before 1934. French and Spanish courses had been alternated by years. A beginning French course had been offered in 1934-35, a review French course in 1936-37, and a special intermediate French course meeting twice a week in 1937-38. During these courses there had grown up a large number of language enthusiasts all over the state of Ohio, and a smaller number within the range of WOSU in Michigan, Indiana, Kentucky, West Virginia, and Ontario. The enrollment of these courses had always been good, averaging between 300 and 500 students. Many of these took both French and Spanish. But the beginning French course offered in 1938-39 had a peak cumulative enrollment of 913 students, and the number of tests received was always double or triple the number mailed in at any time during those previous radio French courses.

Perhaps the one most important reason for the great appeal of the course was the method used. It is a method which emphasizes the aural aspects of the language and envisages the development of a comprehension of the language through various phases of French life and culture. But this method will not be discussed here, for it has already been treated elsewhere both in reference to the classroom² and as adapted to the radio.³

Certainly the background of several years of popular radio language

² W. S. Hendrix, "Beginning French and Spanish," *Modern Language Journal* XXIII (Feb. 1939), pp. 334-349.

³ Walter E. Meiden, "A Technique of Radio French Instruction," *Modern Language Journal* XXII (Nov. 1937), pp. 115-125, and Demetrio A. Cabarga, "Teaching Spanish by Radio," *Modern Language Journal* XXII (Dec. 1937), pp. 189-200.

courses helped considerably in building up the enrollment of the 1938-39 course. That this was another beginning course made very little difference; those who had taken it before by radio welcomed the opportunity to review and concentrate on fine points; those who had had it elsewhere by the grammar-translation method were delighted to learn French by hearing it. The students who had taken the previous courses, both French and Spanish, formed a nucleus of satisfied customers—students who liked the method and who had become accustomed to taking and sending in the type of tests given on these programs. The members of these previous classes were most active in soliciting new students for the 1938-39 class. They inserted announcements in their local papers, urged their friends to take the course, and in some cases formed local groups which met to study and to discuss the lesson after the broadcast. Mr. Wilbert Pettegrew, editor of WOSU, also helped considerably by sending out bulletins announcing the course and in supplying information to newspapers throughout the state.

The method of distributing the free mimeographed material was perhaps the most important factor in getting so great a number of students to send in the tests which they wrote. The text used for the course was a mimeographed edition of the Hendrix and Meiden *Beginning French: A Cultural Approach* (Houghton Mifflin). This text, written for the needs of the radio listener as well as those of the classroom student, was mimeographed and distributed free of charge by the combined efforts of the Ohio State University and the Works Progress Administration. By virtue of experiments with free copies in previous courses, the entire text for the 1938-39 course was not put into the hands of the listeners at the initial registration. Experience taught that a large number of persons might conceivably enroll only to secure the text and not to subsequently follow the course. Since this latest completed mimeographed text represented an outlay of some hundred fifty pages, it was decided to distribute it in sections of ten lessons each. In order to obtain the first unit of ten lessons, the student had only to enroll for the course. To obtain each of the subsequent units, he was to submit at least one of two examinations given over the ten lessons then being taught. The tests were to be announced by radio only and were to be given entirely by radio, thus making it imperative for any student desiring the new unit to listen regularly in order to know when the test was to be given.

Partly because of the facility of administering the test, partly to emphasize the importance of acquiring linguistic skill as opposed to learning grammar, the test consisted of two parts only: dictation and comprehension.

The dictation tests of fifty words were made up of sentences of from six to fifteen words. Each sentence was read in its entirety and repeated once while the student wrote. At the end of the dictation, the whole group of sentences was repeated rapidly for checking. The sentences were based on the material in the text but sufficiently changed so that they might not be copied outright. Here is an example of a dictation:

1. Presque toutes les colonies françaises sont en Afrique.
2. Les maisons de Tours sont construites en pierre.
3. Les produits des régions de France sont très variés.
4. Les Bretons parlent une langue qui est complètement différente de la langue française.
5. Beaucoup de touristes de tous les pays du monde visitent la Riviéra française.

The comprehension tests consisted of a group of twenty-five questions based upon the reading material of the set of lessons being tested. Each question was read at a normal speaking speed and repeated once only. The students wrote one- or two-word answers in French. Here is an example of a comprehension test:

1. Dans quel pays la Garonne prend-elle sa source?
2. Quelle province s'appelle "le jardin de la France"?
3. Les Bretons sont-ils plus indépendants d'esprit que les autres habitants de la France, ou moins?
4. Dans quelle ville de la Riviéra française se trouvent de charmantes plages et d'élégants hôtels?
5. Quel est le grand port situé sur la Méditerranée qui est important pour le commerce avec les colonies françaises?
6. Y a-t-il une différence entre la prononciation de Marseille et la prononciation de Paris?
7. Quelle est la région des châteaux?
8. Les touristes riches passent-ils l'été ou l'hiver sur la Côte d'Azur?
9. Comment s'appelle l'estuaire de la Garonne?
10. Dans quelle ville se trouve un des châteaux de Guillaume le Conquérant?
11. Citez un fruit du midi de la France qu'on ne trouve pas au nord.
12. Citez un fleuve qui entre en France à la frontière suisse, passe par Lyon et se jette dans la Méditerranée.
13. Quelle partie de la France conserve encore la trace de l'ancienne civilisation des Romains?
14. Quel château, célèbre par la rencontre de Jeanne d'Arc avec le roi de France, tombe maintenant en ruines?
15. Où se trouve la tapisserie de la reine Mathilde, femme de Guillaume de Conquérant?
16. Pour quelle industrie Lyon est-il célèbre?
17. Chenonceaux est-il un château du moyen âge ou un château de la Renaissance?
18. Quelle est la région des anciens troubadours, célèbres par leurs chansons d'amour?
19. La Touraine est-elle au nord-ouest ou au sud-ouest de Paris?
20. La France est divisée en trente-deux régions historiques. Comment s'appellent ces régions?
21. Quelle sorte de langue parlent les vieillards bretons?
22. Quel état des États-Unis est plus grand que toute la France?
23. Quelle province de France fournit des tissus et des dentelles aux autres régions?
24. Dans quelle province de France le cidre est-il populaire?
25. Qu'est-ce que la province de Champagne fournit aux autres provinces de la France?

These tests were carefully checked by NYA students. Each error in dictation was corrected, each incorrect answer in the comprehension was indicated and the correct answer given. The tests were graded on the basis of 100% and returned to the students, who had sent self-addressed stamped envelopes. A record of the grades was kept, and the students were promised report-cards with the grades of all tests. The enthusiasm of the students for their tests and the interest manifested in grades received and the promised

report-cards indicate that adults welcome competition in form of tests.

Students were encouraged to send letters containing questions on the course and any criticism of the method or suggestions as to improvement in technique. Almost every test was accompanied by a letter. Numerous questions came in each month. It became a problem to know whether to answer these questions over the air or to dictate personal answers. People like to hear their own questions answered during the radio class period, but their comments showed that they grow restless listening to discussion of questions of others. Suggestions were varied and stimulating. Criticisms were frank. Radio students seem much more apt in pointing out exactly how a course might be improved to suit their particular needs than do classroom students. Appreciation of the course and its technique was also frequently expressed. The most important factor in all this was that the students felt that they were in communication with their instructor, that he was able to feel the pulse of the class, and that the monthly test afforded both student and teacher this personal touch which they would not otherwise have felt.

When it was first announced that additional units of the text would be forthcoming only on the receipt of tests, the response was a deluge of protests. Some listeners said they couldn't be present on the dates the tests were to be given; others felt sensitive about sending in their tests; still others thought they hadn't had enough French to risk taking tests. Since the object of these examinations was to secure evidence that those receiving the book had been listening to programs rather than to force unwilling listeners to take tests, it was announced that anyone who preferred not to send in the test might instead write a letter of explanation. Such letters were to reach us within a week after the test had been given; thus they served the same purpose for gauging the attendance as the tests themselves.

The quantity and quality of those tests were the best obtained in any of our radio French courses. Six of the tests were of the type described. The response was numerically as follows:

Date of Test	Number of Tests Received	Number of Letters Received
1. November 1, 1938	321	52
2. November 22, 1938	294	18
3. December 16, 1938	280	4
4. January 19, 1939	285	45
5. February 6, 1939	222	3
6. March 8, 1939	128	5

These tests give a good average idea of how many active listeners were following the course, but they do not afford an absolute check on daily attendance. To this end, a different technique of testing was used on February 14, 1939. Some member of the class had requested a test made up of English-to-French sentences. As an experiment both in a different type of test

and in a new technique of announcing the tests, we chose one Monday to read over the air some dozen English sentences to be put into French. This test had not been announced before the hour it was given. It carried with it no promise of further mimeographed material. Students not attending class that day did not know the test had been given. The response was two hundred thirty-three tests. This was the best check we had on any one day.

The question now arises: what percentage of the total number listening to the course sent in tests at any one time. It is certain that 415 students sent in from one to seven tests. We have a record of 500 students sending in either some tests or explanatory letters. But it should be noted that only a fourth of those sending in tests sent all seven. The following table shows the distribution of the number sending in tests:

Number of Tests Sent In	Number of students Sending That Number
7 tests	92
6 tests	62
5 tests	53
4 tests	49
3 tests	42
2 tests	57
1 test	60

When interpreting the number of tests sent in at any given time in relation to average attendance, one must conclude that the number of tests actually mailed in represents the minimum attendance on the day of the test. The 415 listeners who sent in part or all of the test must represent approximately the number of students who were following the course with only occasional absences. How many of the remainder of the 913 registered students listened or how often, there is as yet no way of determining. How many other than the 913 listened or how often, there is no way of discovering either. An occasional conversation with someone who did listen in without a text convinces us that there were such.

The field of testing in radio language courses is a vast one which may be made the subject of many studies, for it offers all sorts of problems which are not precisely those of the classroom test. At present, tests seem to offer the best index of estimating the number of students following language courses. Until some better method of measuring the success of a radio course than that of computing the number of listeners is suggested, this attendance as determined by testing may be an important aid in studying the results of these radio language courses.

The Problem of Translating

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(Author's summary.—Whoever makes an earnest attempt to translate from one language into another should be aware that, being faced with a problem *sui generis*, he can give only approximative values, and that his "solution" represents nothing but a compromise.)

CAN we rely on translations?" is the title of an article by Edwin H. Zeydel¹ which merits our attention in view of the fact that it reveals shortcomings upon which everybody is forced to reflect. It is obvious that this essay raises one of the most difficult problems which faces the student of foreign languages; it is our primary problem, our problem *κατ' ἐξοχήν*, the one that consistently challenges us. The most important duty of the literary scholar is to understand the linguistic masterpiece and to arrive at an indisputable interpretation of it. Nothing but thorough study gives the foundation necessary for a penetrating comprehension of the material. Almost every day we find occasion to observe how the translators of well-known masterworks fall short of these indispensable requirements. Their superficial knowledge of the foreign language often forces them to use the hit-or-miss method and since they lack profound understanding as well as specific, intuitive feeling for languages the result is a groping for words which must often impress as mere guess-work.

Zeydel's examples are bad enough. I shall therefore limit myself in the following to specimens which demonstrate how superficially some translators proceed as well as the inadequacy of their training.

We find the following sentence in Friedrich Nietzsche's famous essay "Jenseits von Gut und Böse" (Part 6.204): "*Philosophie, auf Erkenntnisstheorie reduziert, thatsächlich nicht mehr als eine schüchterne Epochistik und Enthaltensamkeitslehre: eine Philosophie die gar nicht über die Schwelle hinwegkommt und sich peinlich das Recht zum Eintritt verweigert . . .*" In the Modern Library Helen Zimmern translates this passage as follows: "Philosophy, reduced to a 'theory of knowledge,' no more in fact than a diffident science of epochs and doctrine of forbearance . . ." The phrase 'science of epochs' makes no sense at all, and the context suggests a very different meaning. It is obvious that the word *Epochistik* will not be found in any dictionary. The translation of Nietzsche's works presupposes a study of the peculiarities of his brilliant style and acquaintance with the fact that his procedure was wilfully creative in the matter of the coinage of words. But more than this: one has to be well informed concerning the things constantly present to this philosopher's inner eye and which provide him continually with the images, analogies and similarities that he explores. Greek philosophy served as such

¹ *The Modern Language Journal*, XXV (Feb. 1941), p. 402 ff.

a prospect to Nietzsche's eye. Anybody familiar with its specific problems will be aware that in this case Nietzsche's eye was upon that attitude of the founders of the sceptic school which was characterized by the technical term *ἐποχή* i.e. abstention. The expression means systematic restraint in view of the impossibility of finding an adequate solution in the difficulties of cognition. It is not my intention to criticize this otherwise entirely satisfactory translation; what I want to point out is the amount of assiduous and conscientious preparation necessary for the translator to even get the gist or the original, especially in the case of a philosophical work.

Changing to a different subject let us have a look at F. G. Stevens' translation of La Rochefoucauld's famous *Maximes*. (The World's Classics.) It is in the translations from French writers that we find the most interesting contributions to our problem. Of course in this case the real difficulties often are hidden behind deceptive affinities between the two languages involved.

"La souveraine habilité consiste à bien faire connaître le prix des choses" (244). The translation runs thus: "The greatest of all gifts is the power to estimate things at their true worth." It is obvious that the meaning of the expression "le prix des choses" was lost in the translation. Every Frenchman knows it, but the English words entirely lack the necessary worldly irony.

"Le bien que nous avons reçu de quelqu'un veut que nous respections le mal qu'il nous fait." "The receipt of a favor from anyone in the past should not blind us to the injury he does us now." Here the meaning of the word "respecter" has escaped the translator.

"Les occasions nous font connaître aux autres, et encore plus à nous-mêmes." "Crises reveal our characters to others, and still more to ourselves." The English word crisis is too strong.

These examples clearly demonstrate that it is often impossible to find adequate equivalents for certain fundamental notions. No word can be dealt with isolated and detached from the context in which it stands; for each time it has a specific function and besides it is tied up with certain psychological associations one has to know about. Each word has been coined in a specific atmosphere, it has its own history; the metamorphoses of meaning throughout time often demonstrate this fact with a distinctness baffling to linguists. Verbal expression arises out of the character of a people, and that character often proves to be a labyrinth for the scholar trying to find profound revelations as to the intrinsic elements of a given cultural era.

What is the meaning of the fact that, whereas Goethe's *Faust* can be translated into English without vital loss in either poetic content or depth of thought, on the other hand, in a French translation everything seems more or less flat and distorted. The mental attitude of the German poet and the French way of thinking shaped in its syntactical structure proved incompatible. The beautiful passage:

"Grau, teurer Freund ist alle Theorie,
 Und grün des Lebens goldner Baum."
 Gray, my dear friend, is all theory,
 and green the golden tree of life.

not only loses all poetic beauty in the French translation, it does not even make sense as I have been told by Frenchmen. And how could it be otherwise if a thought presents itself in a strange costume, is transposed into the language of a people whose relations to logic are much stricter. What does it mean that 'common sense' in French means 'bon sens' and in German 'gesunder Menschenverstand'—sound human intelligence? We find a great number of foreign expressions in the papers these days, such as 'Anschluss,' 'Ersatz,' 'Blitzkrieg,' 'Lebensraum,' 'Luftwaffe,' 'Reichstag,' 'Führer,' 'Duce' etc. etc. These are all words for which an English translation could easily be found. The reporter does not use these foreign words in order to give his column a more colorful appearance. Indeed, in reporting thus he is led by the correct notion that these things can only be understood through their surroundings and therefore finds it difficult to re-coin them in a translation. The German Reichstag after all is not a parliament, not even a representation of the people in the ordinary sense of the word and 'Anschluss' is suggestive of a very ticklish problem which in post-war years froze into a slogan and at the same time became a kind of battle-cry. 'Lebensraum' contains one of the portentous notions of Geopolitics in a compressed form and at the same time emphatically reminds us of the man who created this entirely new mode of speculation.

Besides being the only practicable path towards a direct understanding of the literary masterpieces the study of foreign languages leads to a thorough knowledge of the mode of thinking and evaluating of a people. And here once and for all the following policy should be observed: to direct one's attention towards the differences rather than the similarities, which usually are based on external influences. The deeper we penetrate into the substance of a language the more difficulties we are going to encounter in trying to translate literally; always provided we proceed conscientiously and are aware of all obstacles in our way. My Professor of Greek, the late Julius Stenzel—incidentally one of the most distinguished Platonic scholars of our time—used to express this in the following terms: "We only know that we have grasped the meaning of a text once we find that, in our effort to translate we cannot express ourselves adequately and have difficulties in finding the right word."

There is no better foundation for reflection on these problems than a profound study of the classic languages. Complicated Greek or Latin texts are best able to bring to our attention the intrinsic differences in basic notions and categories of thought. How is it possible to comprehend the unique phenomenon of the Greek medium without being familiar with the

Greek mode of viewing things. *δέομαι* for example clearly shows that the medium not only depicts a condition but also an added consciousness, the knowledge of an existing condition. *δέω* means: I lack something, I want something. *δέομαι* on the other hand means: I feel in need, and therefore am taking steps to remedy my need, I ask for something. Those delicate shades in basic differentiations often are very difficult to transplant into another language. And it is usually the small particles which are of great importance; they have a strong influence on the shaping of an expression, its roundedness, they grant weight and accent, they indicate atmosphere and mood. They often get lost in translations because the translator is fully aware of his inability to find the right equivalent. This neglect often seriously impairs the value of a transposition. We feel, if I may use the parable, as if in the orchestration of a piano piece the triumphal air, created for the heroic-metallic sound of the trumpet had been assigned to the delicate oboe or the nasal viola.

The creation of a useful translation presupposes not only great linguistic knowledge as well as complete mastering of one's own language but also requires a feeling for style, instinct and sensitivity towards the grasping of the dispositional content, elements so difficult to express otherwise than in the way the author first coined them. The obstacles often will seem insurmountable to those who do not take their task lightly; they also will understand that each "solution" represents nothing but a compromise and that every attempt, however successful, results only in approximative values.

But it is this very aiming at clearness, this constant wrestling with the material of grammatical modes of expression which grants the right of existence to the philologist's work and which also lends it a certain charm. The translator's job cannot be taken too seriously. For the very notion of a world-literature is based on the supposition that it must be possible to transplant masterworks from one language into another and thus to enable them to continue their existence as spiritual factors *intra et extra muros* in full vitality.

• Correspondence •

TO THE EDITOR OF *The Modern Language Journal*:—

Again the mountain has labored and brought forth a *mus*. However, not *ridiculus*, since the two communications received in response to my article on English spelling printed in your May issue come from scholars who know the phonetic structure of English and are as eager as myself for improvement.

When we consider that according to some of the army tests the average mental age of Americans is around 14, the result might casually seem to be not so bad, since boys and girls of that age are more interested in other things than spelling and education. But this does not cover the entire field since the readers of the *Modern Language Journal* are undoubtedly over that mental age.

Shall we say that other things, such as the national and international situations outweigh linguistic questions, that in fact people do stir about these more than I intimated they should? I have no doubt of it.

But I believe there is too a more deadly poison, a brew of inertia and indifference that have drugged them; that most of the people who care have not yet waked up.

So with this conviction again I bugle my reveille in the unquenchable hope that a few more, that many more, of your readers will open at least one eye, get out their pencil or fountain pen and write me on a postal card a word of encouragement (or disparagement) either about the general proposal to try to improve substantially our English spelling or concerning any of the details of the plan proposal in our May number.

Thus we may be able to judge whether there is a disposition to favor a change on the part of people who are the most concerned. The rest lies on the lap of the gods and of their agencies whose support I hope we may be able to enlist.

A major operation is a century overdue. So, reader, cut loose and write.

Yours expectantly,
EDWIN B. DAVIS

*Rutgers University,
New Brunswick, New Jersey*

• Notes and News •

JOINT MEETING OF THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS AND THE AMERICAN CLASSICAL LEAGUE

The fifth annual joint meeting of the National Federation of Modern Language Teachers and the American Classical League in cooperation with the American Association of School Administrators will be held in the Delphian Room of the Clift Hotel, San Francisco, California at 2:15 P.M., Monday, February 23, 1942.

PROGRAM

Presiding: F. H. Reinsch, Chairman of the Joint Committee

Theme: The Vitality of Foreign Language Instruction in High School

Address: Basic and Potential Values (Speakers to be announced)

Discussion

Conference: Collaboration with other Subjects

(Brief reports by high school language teachers describing actual classroom technique and experience showing what can be contributed by Latin, French, German, and Spanish.)

Discussion.

The Joint Committee

Representing National Federation of Modern Language Teachers:

Prof. B. Q. Morgan, Stanford University.

Prof. C. M. Purin, University of Wisconsin, Ext. Div.

Prof. F. H. Reinsch, University of Calif. at Los Angeles.

Representing the American Classical League:

Prof. W. H. Alexander, University of California, Berkeley.

Prof. R. H. Tanner, New York University.

Miss Claire C. Thursby, University High School, Oakland, Calif.

The Local Committee will have as its chairman Prof. Alfred Coester of Stanford University.

BULLETIN OF THE NEW ENGLAND MODERN LANGUAGE ASSOCIATION

The June, 1941, issue of this Bulletin contained a memorial to Walter I. Chapman, who died last March. For many years he was the business manager of the Bulletin and of the Association. This issue carried also the following articles: "Puppets in Language Teaching" by J. S. Stookins of the Loomis School, Windsor, Connecticut; "Foreign Literatures and Our Youth" by President H. J. Davis of Smith College; and news of the last annual meeting of the Association. This 31-page pamphlet is a credit to the modern language teachers of New England.

"THE MASSACHUSETTS TEACHER"

This, the official organ of the Massachusetts Teachers Federation, ran a series of interesting articles through 1941 on the subject of "Textbooks as Tools." Among the articles of concern to language teachers are "The Textbook in Modern Education" by J. B. Davis, dean of the Boston University School of Education; "Re-tooling Our Schools" by A. M. Pulaski,

director of advertising of the *Teacher*; "The Need for New Textbooks" by J. L. Heggie of the Lexington High School; and a letter by Mr. Pulaski presenting a plea for adequate textbooks.

GERMANIC LANGUAGES IN RETROSPECT, 1891-1941

This is the title of a mimeographed sheet sent out by Professor Bayard Q. Morgan of Stanford University, California. We quote the last paragraph: "What the next fifty years may bring, who would venture to predict? But it seems safe to assume that the importance of German will not be substantially reduced by coming events, whatever their character, and that in transmitting a knowledge of the German language and the German people, this department will continue to perform a valuable service to the students who make up the Stanford family."

GERMAN DEPARTMENT NEWS, STANFORD UNIVERSITY

Six pages of interesting items make up this news sheet. Happy the German department that can fill so many pages with such news in times like these! Loss in enrollment is being counteracted at Stanford by courses in English on German civilization and also by more attention to the Scandinavian languages. The German House is still being operated with success.

DEATH OF ALICE BORRESEN

Miss Alice Borresen, A.M. (University of Wisconsin), Docteur de l'Université de Paris, who taught in La Crosse, Wisconsin, Spokane, Lake Erie College, Bates College and Tufts College before becoming head of the department of romance languages at Western College, Oxford, Ohio, in 1937, died on June 21 last. In addition to teaching she had the unusual experience of being in the Bi-lingual Telephone Operator's Unit of the Signal Corps, American Expeditionary Forces in France during the World War. Her book, *Le Theatre d'Ocave Deuillet* was published by Spes in Paris in 1929.

Miss Ruth Viola Hunter of the staff of Western College has been appointed acting head of the department.

Reviews

BAGLEY, CHARLES R., *Famous Women of France*. New York: Reynal and Hitchcock, 1941. Cloth. Price, \$1.35.

In the words of the author "this book has been planned to serve as an intermediate cultural reader and also as a manual for composition and conversation" (p. vii). The distinguished French women whose short biographies are given are Jeanne d'Arc, Marguerite d'Angoulême, Madame de Sévigné, Madame de Maintenon, Madame de Staël, George Sand and Marie Curie. The author's text is in French; numerous quotations from well-known histories and biographies are given; the translation of more difficult passages from these quotations as well as the notes are at the bottom of the page. The book includes pictures, a map of France and a French-English vocabulary.

Mr. Bagley has succeeded in the difficult task of treating satisfactorily in relatively few pages the salient facts in the lives of these noteworthy women of France. No doubt the student or the general reader will find much that is cultural to interest them in this book. Yet it,

seems to this reviewer that, insofar as the student of intermediate French is concerned the subject-matter is too purely cultural and thereby lacking in sheer factual appeal. The author evidently sensed this objection and attempted to forestall it when in the Preface he advises the instructor "to alternate it (this reading) wherever possible with other types of reading matter, such as short stories, plays, and easy novels" (p. vii). It is, it would seem, on this condition alone that this collection of biographies would keep the interest of the student sufficiently.

Each biography contains exercises for oral and written work; questionnaires, idiomatic expressions, suggested topics for compositions and discussions. Though excellent in themselves these exercises (with the exception of those on gallicisms) would undoubtedly draw from the majority of instructors of intermediate French the criticism that they are too abstract to elicit a satisfactory response from their students. The book is intended for students in "intermediate college and advanced high or preparatory school French" (p. vii). We wonder whether students at this level (linguistic and cultural) may be expected to answer or discuss with a fair amount of intelligence in a foreign language questions such as the following:

- "Comment les gens de la noblesse goûtaient-ils la vie à l'époque classique?" (p. 56)
- "Qu'est-ce qui fait la grande valeur des lettres de Madame de Sévigné?" (p. 62)
- "Pourquoi accorde-t-on à l'oeuvre de notre auteur la première place du genre?" (p. *ibid.*)
- "Parlez de ses lectures italiennes et de ses lectures classiques." (*ibid.*)
- "Quels sont les traits caractéristiques de son style?" (*ibid.*)
- "Parlez de ses (George Sand) théories du roman." (p. 138)
- "Comment ses théories sont-elles différentes de celles de Balzac?" (*ibid.*)
- "Que pense-t-elle de la théorie de *L'art pour l'art*?" (*ibid.*)
- "Comment explique-t-elle le mécanisme de sa pensée?" (*ibid.*)
- "Dans la vie on devrait s'intéresser à son idéal plus qu'aux personnes." (p. 178)

While all the questions and suggested topics for discussion and composition are not as literary or abstract as those cited, the book as a whole would seem to be best suited to advanced students.

N. J. TREMBLAY

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Internationale Zeitschrift für Erziehung, herausgegeben von Dr. Alfred Baeumler. IX. Jahrgang, Heft $\frac{3}{4}$. Duncker und Humblot, Berlin NW 7. Bezugspreis jährlich RM. 12.—

This is a special Friedrich Fröbel number of the pedagogical magazine, celebrating the 100th anniversary of the founding of the first German kindergarten, June 28, 1840. Leading articles are:

- Walter Asmus, "Von Pestalozzi zu Fröbel"
- Erika Hoffmann, "Der Ursprung der Kindergartenidee bei Fröbel"
- Ella Schwarz, "Fröbel über die Mütterbildung"
- Elfried Arnold, "Der deutsche Kindergarten 1940"
- Viktor Franke, "Die vorschulische Erziehung in der Welt" (Genf, Schweiz)

Blanche Forest, "L'Enseignement de la Musique dans les Etablissements primaires et secondaires en France" (Paris)

In addition the journal has numerous book reviews and news items from America, France, England, Switzerland and other European countries.

Some of these articles are provocative and, at times, provoking; e.g. in Ella Schwarz's essay we read about the important rôle that Fröbel gave mothers and motherly women in the education of children, so that German women came to realize their unique mission in life: "Es ist sicherlich Fröbel mit zu verdanken, dass sich in Deutschland die Frauenbewegung,

auch in den Zeiten ihrer grössten Flachheit, niemals im reinen Intellektualismus erschöpfte." But, according to Miss Schwarz, German women did not truly realize their peculiar birth-right(!) until the coming of national socialism (p. 113).

Dr. Viktor Franke of Geneva gives a comprehensive survey of pre-school education throughout the world, including besides the European countries, the leading states of South America and North America, Egypt, Australia, and New Zealand. He divides the schools into three main types: Kindergarten, Ecole Maternelle, and Nursery School, as resulting from the influence of Germany, France, and the United States, respectively. Much detailed information is given for the various schools, e.g. administration, tuition, number of pupils per class, daily program, teaching material, preparation of the kindergarten teachers, medical supervision, hygiene, lunches for the pupils, cooperation with parents, etc.

It is clear that most of these writers, influenced by National Socialism as they are, would like to consider Fröbel a precursor of the Nazis. They praise his hostility to intellectualism, his grounding of all external knowledge upon the emotional life (unmittelbares Fühlen) (p. 97), his gospel of action (*Pädagoge der Tat*, p. 107), his stressing the importance of the family community (*Gemeinschaft der Familie*), which has now been swallowed up in the national community (*Volksgemeinschaft*). For, says Dr. Walter Asmus along with Fröbel, the State is "an educational institution on a large scale" and the family a "member" of the nation (p. 98). And Dr. Elfriede Arnold no less proudly declares: "Die Kindergärten haben in Deutschland in der Epoche des Nationalsozialismus einen ungeheuren Aufschwung genommen (p. 116)."

Play-activity and emotional training are indubitably of supreme value to the young child. But are we to believe that all education should be established on such a basis? In that case, why not call in as schoolmaster Dr. Faust with his gospel of feeling ("Gefühl ist alles") and his doctrine of deeds ("im Anfang war die Tat")? But what rôle shall be assigned to Mephistopheles with his brutal cynicism and negation of all positive values?

JOHN A. HESS

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Athens, Ohio

HAGBOLDT, PETER, *Graded German Readers*. Books Eleven to Thirteen with Word Book. Boston: D. C. Heath and Company, 1941. Price, \$1.20.

These three booklets, now united in one cloth-bound volume, have already been reviewed separately in the *Journal*. This new format, however, with the complete dictionary, makes the book very attractive for third-year high-school classes and second-year college classes where it is desired to give an elementary course in German *Kulturgeschichte* and political history as an introduction to later courses in German literature and linguistics. Indeed, the thirteenth book, *Von deutscher Sprache und Dichtung*, already presents some of the literary monuments of the Middle High German period, discusses Luther and his translation of the Bible, and paints graphic pictures of Lessing, Goethe, and Schiller. The other books are *Land und Leute* and *Aus deutscher Vergangenheit*.

The same principles of vocabulary building and the introduction of new idioms are employed as in the earlier volumes of the Heath-Chicago German series. By the end of the thirteenth book the total vocabulary has been brought up to 1,815 words and 301 idioms, many of which have been used again and again. These books 11 to 13 make no claims to treating German geography, ethnography, dialects, history and customs with the thoroughness of such a book as, for instance, Fleissners' *Deutschland von heute und gestern* (F. S. Crofts & Co.); but in the elementary field, and as a forerunner of the more difficult works, they will indubitably fulfill an important mission.

JOHN A. HESS

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KLARMANN, ADOLF D., and GORR, ADOLPH C., *German Readings and Composition*. New York: Harper and Brothers, 1940. Cloth. Illustrated. Price, \$1.50.

This new reading and composition book for advanced students of German (the Preface suggests that the book be used in the fourth, fifth, or sixth semester in college) is based on the history of German civilization from the Middle Ages to the present time. The German text of each of the twenty-five lessons appears on the left-hand pages, and the corresponding English essays, which treat the same subject matter and call for much of the same vocabulary, are presented on the right-hand pages. The material is not graded according to difficulty, but the attempt is made to emphasize different syntactical and grammatical features in each of the lessons.

No systematic grammar review section is added to the text. Instead, the grammatical difficulties are discussed in the footnotes, which contain in addition suggestions and aids to the student in the work of translating. There are no German questions, for it is assumed that the instructor prefers to make out his own questions. The German-English, as well as the English-German vocabulary is quite complete, omitting only the most common words of the texts; and both vocabularies give the principal parts of strong verbs.

The material is very interesting, well-balanced, and presents a surprising amount of information in the limited space (the text material covers 111 pages). In fact, the abundance of factual data in some of the German essays may tend to make the instructor's questions somewhat stereotyped, although it of course furnishes him with countless topics for conversation. An occasional Germanism has slipped into the English text, but this may have been done to facilitate translating. The book as a whole is a praiseworthy attempt to furnish advanced reading and composition classes with worth-while text material and certainly deserves very serious consideration.

ULAND E. FEHLAU

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GEISSENDOERFER, THEODOR, *Briefe an August Hermann Francke*. Urbana, Illinois: The University of Illinois Press, 1939. Price, paperbound, \$2.50; clothbound, \$3.00.

When in 1913 the University of Illinois purchased the library of Professor Richard Aron of Spandau, it acquired a fine collection composed almost entirely of original works pertaining to pedagogy and literature which were the result of unflagging interest and of persistent searching by this scholar throughout his lifetime. Included in this treasure were the letters to August Hermann Francke which are the subject of this study.

Professor Geissendoerfer's purpose is not to discuss at length the content of these 174 letters, but rather, as he says, to make them available to a larger circle of scholars. However, his contribution in the form of copious and detailed notes is invaluable in that they explain personalities, discuss the political and social background, and in general clarify a thousand and one points necessary to a complete understanding and appreciation of the letters.

These letters to Francke are significant because they deal to such a great extent with that mighty stream of *Pietismus* of the late 17th and early 18th centuries which flowed over Protestant north Germany and beyond to Sweden and Russia. Practically all of the more or less important personalities in the pietistic circles in Gotha, Erfurt, and Halle are mentioned, Francke's personal theological and pedagogical activities are described, and a picture of cultural conditions in the various countries is preserved. Furthermore, accompanying this religious movement was the development of a letter-writing to what might be called a *Briefkultur*, a development which can be considered as preparing the way for the appearance later of the *Briefroman*.

Following the interesting and informative introduction, the letters are divided into the following groups:

1. Briefe von Anna Franckin
2. Briefe aus Franckes näherem Familienkreise
3. Briefe von Johann Michael Hempel
4. Briefe von Heinrich Westphal
5. Briefe von Michael Alberti
6. Brief und Tagebuch-Fragment von Christoph Friedrich Mickwitz
7. Briefe von Johann Loder
8. Einzelne Briefe

Not apparent on the surface of this study is the vast amount of time, energy, and unceasing patience required to read, to study, and to organize the material in this 223 page book. Much credit is due Professor Geissendoerfer for such a thorough and scholarly work, and it would seem that every Germanist should show his appreciation for this contribution to the studies of Germanic literature by acquiring a copy for his school and one for his personal library.

PAUL GERHARDT KRAUSS

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Athens, Ohio

ENGEL, ELMER FRANKLIN, *Elementary German Reader*. Lawrence, Kansas: Sunflower Publishing Co., 1940.

This Elementary German Reader was planned specifically to furnish additional reading material for classes using Professor Engel's Laboratory Method. It furnishes a great variety of reading material, ranging from paragraphs concerning the home, short stories, anecdotes, passages from the Bible to a short play, *Eigensinn*.

The first part is divided into twenty-four lessons of equal length, but increasing in difficulty. Besides the reading selection each lesson has ten to twelve questions to help students check themselves on their preparation, and a suggested topic for written composition. These are to aid the student in remaining mentally within the German language while preparing the assignment. The reading selections are somewhat unequal in interest; the first few, where it was necessary to work with an exceedingly limited vocabulary, are not as fascinating as some of the later ones that present diverse information concerning German culture and literature. Occasionally one finds expressions that remind one a little too much of English: *Viele machten Bilder (Aufnahmen) davon* (p. 27, l. 16), *Wenn wir auf ein Picknick gehen (einen Ausflug machen)* (p. 34, l. 24); but in general the text is written as well as the restricted vocabulary will permit. According to the appended vocabulary the book contains a little over a thousand words of high frequency.

While the book was planned for a particular method, it might well be tried in conjunction with any elementary grammar to expedite vocabulary building from the very outset.

G. BAERG

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Greencastle, Indiana

STOREY, A. J., and JENNER, D. (eds.), *Oxford Rapid-Reading German Texts Based on Word-Frequency*. New York: Oxford University Press, 1941. *Der Radio-Detektiv*, by Leonhard Roggeveen. Edited by D. Jenner. (Series B). *Stürmische Fahrt*, by Walter Gaupp. The name of the editor is omitted. (Series C). *Sieben Jungen und ein Hund*, by Kurt Riemann. Edited by D. Jenner. (Series C). Price, 30 cents each.

This series began to appear in 1934 with four booklets and now includes three distinct series or a total of fifteen little volumes. Series A comprises the original four volumes (*Der*

Doppelgänger, by Pitt Strong. Edited by A. Wilson. *Schmuggler in Masuren*, by E. Strauss. Edited by D. Jenner. *Die Fremdenlegionäre*, by F. W. Mader. Edited by S. Tindall. *Der Schatz im Morgenbrotstal*, by Paul Ernst. Edited by J. E. Massen) and covers a basic vocabulary of 1200 words. Series B consists of seven volumes (*Der Grosse Unbekannte*, by Pitt Strong. Edited by A. S. Barratt. *Der Pfahlmann*, by Karl May. Edited by L. J. Russon. *Peter Kraft, der Segelflieger*, by E. F. Malkowski. Edited by I. Finn. *Krümel als Detektiv*, by P. Matheus. Edited by H. D. Samuel. *Gebrüder Lenz auf Tippelfahrt*, by R. Italiaander. Edited by H. Shapero. *Vom Mars zur Erde*, by K. Rosenstengel. Edited by B. Newton-John. *Der Radio-Detektiv*) and takes in a basic vocabulary of 1000 words. Series C, finally, is made up of four volumes (*Das Schwarze Segel*, by M. Zwick. Edited by H. D. Samuel. *Spass Muss Sein*, by L. J. Russon. The name of the editor is omitted. *Stürmische Fahrt. Sieben Jungen und ein Hund*) and a basic vocabulary of 750 words. Thus, Series C is the simplest and as the student progresses he can tackle Series B, and lastly Series A. All volumes are equipped with a complete vocabulary in the back, as well as with many questions designed to test the student's comprehension of the story. All stories are subdivided into sections varying from two and one-half to four pages in length. There are about seven to eight questions on each section. The books average approximately forty pages of reading material.

While the chief distinction between Series A and Series B lies in the size of the basic vocabularies, Series C has not only a smaller vocabulary than the other two but also a simplified style. "No sentence contains more than one subordinate clause; the passive has not been used; the subjunctive has been avoided whenever possible." Accordingly, Series C might be begun late in the first semester of college German and all three series could be read during the first year.

The stories cannot lay any claim to literary distinction. They have been chosen for their "exciting and lively nature" and because they contain "the maximum of incident and the minimum of description and character study." In this respect the stories reviewed here offer no exception. In *Der Radio-Detektiv* a radio-minded youngster exposes with the help of a self-built radio and a mysterious television set an international gang of swindlers. The story is well told and with a great amount of suspense. *Sieben Jungen und ein Hund* tells the story of seven poor schoolboys who have to raise the huge sum of M. 31.50 to pay for their dog's license. They finally fall upon the idea of presenting a puppet play in an old garage and charging a small admission fee. In the end they are directly responsible for the foundation of a boys' and girls' clubhouse with a real marionette theater. In *Stürmische Fahrt* the scene is laid in a "standing camp for schools" (Schullandheim). The excitement following the capsizing of a boy's sailboat during a storm in which he had no permission to go out, as well as the general relationship of teacher to student in such camps, is well described.

These three stories are clean juvenile fiction and have nothing of the bloody action that characterizes the four books of Series A. They all deal with genuine German conditions and permit many a side glance on German civilization as a whole. The books are neatly printed and the stories by Gaupp and Riemann are cleverly illustrated by Trier, the famous cartoonist, who illustrated *Emil und die Detektive*.

MELVIN E. VALK

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Selected Essays by Thomas Mann. Edited with Introduction, Notes, and Vocabulary by Uland E. Fehlau and Charles W. Rechenbach. New York: F. S. Crofts and Company, 1941. Price, \$1.40.

In the light of the rather sudden and somewhat unexpected popularity of Thomas Mann in America, it is only logical and desirable that more of his work should be made available to our students. Unfortunately much of his writing is definitely beyond our undergraduates, who have neither the command of German nor the necessary background to read Thomas Mann. *Tonio Kröger*, *Unordnung und Frühes Leid* are already available, as well as an abridged text of

Königliche Hoheit. Yet they represent only one phase of Thomas Mann's work. Particularly his volumes *Rede und Antwort*, *Bemühungen*, *Die Forderungen des Tages*, and *Leiden und Größe der Meister*, representing critical and mature judgments of the Post-War years (1921-35), contain a side of his work without which he cannot be understood. It is important that such material has been made available.

These selections which include "Worte an die Jugend," "Theodor Storm," "Ibsen und Wagner," and "Goethe als Repräsentant des bürgerlichen Zeitalters," cover admirably a wide range of cultural experiences in the characteristic style of Thomas Mann. Particularly the problem of the artist and his relation to life, a problem that is fundamental in all of his work, is developed in the various essays in terms of social, political, and philosophical background.

Despite the shortened and even abridged form in which these essays are presented, they will provide difficult reading. Perhaps in third- or even fourth-year classes, where German literature is actually studied and not merely read, where the emphasis can really be on the content of the course, this volume may serve its purpose and provide subject matter for stimulating discussions of German life and culture. Use in second-year courses seems unwarranted. The degree of difficulty of this volume is again indicated by the relative amount of space required by notes and vocabulary. After 85 pages of reading text there are 37 pages of notes and 66 pages of vocabulary. The comparison of this proportion with that of the available text edition of *Tonio Krüger*, which has twice as much text as vocabulary, gives an approximate estimate of the difficulty of these essays. It is unfortunate but nevertheless true that Thomas Mann writes so difficult a German prose style that only our mature students can be assigned such reading material.

The accuracy of Notes and Vocabulary shows painstaking and careful work. The reviewer found no glaring errors or flaws. The word "Posiertheit" (p. 43 describing the "pose" of the artist's mood and appearance) is "affectation" rather than "drollness." The "Notes" are extensive and attempt to give the students some of the background so essential for an intelligent comprehension of the essays. It is difficult to estimate just how much or how little explanatory material should be included. Teachers know how little can be assumed and yet all editors know that students want only a minimum of such information and will ignore lengthy explanations. In the preparation of this volume the editors wisely chose a middle path. In reference to Hofmannsthal's death, the information that "the suicide of Hofmannsthal's son apparently hastened the poet's death" could have been stated more positively. It was after a bitter discussion and quarrel between father and son that the son withdrew and killed himself. The poet's tragic death while preparing for the funeral was a direct result.

WALTER A. REICHART

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WAGGERL, KARL HEINRICH, *Das Jahr des Herrn*. Edited by Jane F. Goodloe with a Foreword by P. G. Gleis. New York: F. S. Crofts and Company, 1941. Cloth. Price, \$1.40.

When present day European ideologies are filtering into the reading material of our American colleges, it is refreshing to find a new book that contains nothing controversial or suggestive of the latest world conflict. Karl Heinrich Wagner's *Das Jahr des Herrn*, edited by Jane F. Goodloe with a foreword by Paul G. Gleis, marks a new era in German texts for college students.

Transcending the ever changing map situation of central Europe, there is thrown on an Austrian background the permanent figure of a boy with all the vicissitudes experienced by any small town lad. David as a type is to be found in world literature. Dickens in *Oliver Twist* has made him an English classic; De Amicis in *Cuore* has forever stamped him on the Italian mind. He has for prototype in American literature Booth Tarkington's children, says Miss

Goodloe in her Introduction (page xviii), and Huckleberry Finn of the American Middle West, writes Dr. Gleis in the Foreword (page vii).

Das Jahr des Herrn is a complete cycle of the liturgical year. In his *Freundschaft mit Büchern* (1937) Waggerl tells how his father bought every year at the annual fair a calendar, no doubt similar to our "farmer's almanac." This book was a perennial source of interest and instruction to the small Waggerl and no doubt from it germinated the stories and anecdotes that find fruition in *Das Jahr des Herrn*.

There is real pathos, not sentimentality, in the portrayal of *kleiner David*. More often the adjective is used than not. He has the limited environment of the local poorhouse as a home. From it he goes each morning to the parish church to serve as altar boy and later as general factotum about the rectory. However, his active mind conceives many an escape from such a circumscribed area. His pranks call forth from the neighbors the remark, "Er ist genau wie seine Mutter." (page 8)

The memories of his mother are very vague, a nebulous being, soft, fragrant and damp with salty tears. The first appearance of his youthful mother finds no response in David's heart. She buys a new outfit for him in the general store of the village, as she intends to take him back to the city with her, where she is working. His mother is already inside the bus and David is perched up on the driver's seat. Suddenly he jumps down and runs as fast as he can high up into the church tower. If pursued, he intends to leap down into the churchyard. From his vantage point David watches the commotion below, sees his mother talking to the storekeeper, then slowly and wearily getting into the bus and being lost in a cloud of dust.

The college student's interest is bound to be aroused by the uncertainty of David's antecedents. This mystery runs teasingly through the whole tale. It even figures in the account of David's Confirmation. He can find no one in the village to be *Pate*, because he has no *ehrlichen Namen*, he is told. Having lost all hope, he goes to sleep the evening before the ceremony, only to awaken a few hours later with an inspiration. He runs unperceived in the darkness to the rectory where the Bishop is staying and begins to throw pebbles up at the guestroom window.

Finally David sees the church dignitary step out onto the gallery in the moonlight. The boy is surprised to see that the Bishop is not in full vestments, without miter and crozier, for how otherwise should a Bishop sleep, David asks himself. David confides his trouble to the Bishop, who is mystified at being thus aroused from sleep. He promises the boy a godfather, if only he will go home now.

Tension is at the breaking point for David in the village church next day. All the small boys and girls are accompanied by an older person for the ceremony of Confirmation. David is alone. Has the Bishop forgotten? Blinded by tears of humiliation and disappointment, David is about to cry out when he feels someone grasp his arm and lead him forward. Who is the *Pate* but the Bishop's attendant!

Later the *Kämmerer* sends his godson as a Christmas present a box of tools. Waggerl allows himself a digression and eulogizes the nobility of manual labor. "Das Werkzeug ist die friedliche Waffe des Mannes. Mit dem Hammer, dem Winkelmasz eroberte er den Erdkreis, nicht mit dem Schwert." (page 116).

A most valuable feature of the book is the thoroughness of the notes at the end of the text, evidently intended for readers unfamiliar with Catholic usages. For example, on page 143 there is a lengthy reference to the origin and development of the Gregorian chant. Again, the vocabulary is full of abstruse bits of information, not usually found in a book of this size. On page 194 under *Laurentius* is added "the royal palace near Madrid, El Escorial, was built in the shape of a gridiron in his (St. Laurence's) honor by Philip II (1556-1598)."

The reviewer commends this excellent work with its splendid editorial additions. *Das Jahr des Herrn* should find its widest circulation in Catholic colleges.

SISTER ROSA, S. S. J.

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Weston, Massachusetts

LÓPEZ, MARGARITA, and BROWN, ESTHER, *Aquí se habla español*. El Paso: ECH Press, 1940.

Aquí se habla español supplies material in response to the growing demand for more practical Spanish courses in our high schools and colleges. The book contains twenty-five lesson topics in dialogue form, each of which is followed by a list of additional vocabulary to be used for variations on the same theme. The topics include the conversational expressions needed in travel and communication and in the daily activities of home and business.

The book, having been designed originally for use in the Mexican border states, employs the idiom of Spanish-speaking citizens of our Southwest. The authors, however, use only those *mejicanismos* which are accepted by the Spanish Academy as current and correct in Spanish America.

The dramatic method is used throughout to provide opportunity for learning through activity. All the dialogues are to be memorized by the students and acted in class as plays, with the use of all available properties. Students are then required to do original work in writing their own dialogues, at first employing the same situations as those used in the textbook. For example, if the dialogue which they memorized concerns the purchase of fruits in the market, the students keep the same structure but substitute vegetables for fruits and buy in different quantities at different prices. As students gain ability to speak Spanish by this method, they are encouraged to apply their knowledge to new situations.

Sufficient material is provided for three or four semesters if it is used as planned. This is not a traditional reading-grammar-translation course, and its successful use will depend largely upon the resourcefulness of the teacher. While the students must acquire skill in pronunciation and become aware of the meaning of verb endings and the necessity for agreement of adjectives, no grammar as such is taught except as students ask for reasons, rules, or guides for their compositions. Eight review lessons provide exercise work and vocabulary drills. Complete Spanish-English and English-Spanish vocabularies are listed at the end. Approximately 1200 Spanish words are used. *Aquí se habla español* will be welcomed by students, parents, teachers, and administrators who seek a functional course in conversational Spanish.

MARJORIE JOHNSTON

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Columbia, Missouri

PÉREZ GALDÓS, BENITO, *Doña Perfecta*. Adapted for early reading with Notes, Exercises, and Vocabulary by William F. Byess and Walter E. Stiefel. Boston: D. C. Heath and Company, 1940. Price, \$1.20.

This edition of the well known novel of Pérez Galdós has been prepared for students who have completed a two-year high school course in Spanish or one year in college. With the elimination of many descriptive passages and difficult lines and the substitution of common words for those of lower frequency, the editors have succeeded in presenting a fast moving and interesting narrative. They have wisely retained much of the original dialogue. Despite the many changes made in the text, no apparent artificiality results.

The vocabulary has been brought within the range of the first 1405 items of Buchanan's *Graded Spanish Word Book* and a corresponding portion of Keniston's *Spanish Idiom List*. A few unusual words are translated in the body of the text, while "easily recognizable cognates above the range limits indicated are used without being included in the vocabulary at the end of the text." There may be some objection to the omission of these 142 words since the text is intended to be used early in the study of Spanish.

The notes and exercises are carefully prepared. The first group deals with problems of syntax and the second, based on each chapter, consists of questions in Spanish on the context, a series of idioms used in each chapter, and drill on verbs and vocabulary building. Since a few

of the idiomatic phrases are not included in the end vocabulary some special attention should be given to the exercises.

While there is no attempt on the part of the editors to offer this edition for formal literary study, they have made available mature reading material from which beginning students should gain definite ideas concerning the spirit and fundamental problems of Pérez Galdós' novel.

L. H. TURK

*De Pauw University,
Greencastle, Indiana*

TURK, LAUREL HERBERT, *Introduction to Spanish*. Boston: D. C. Heath and Company, 1941. Cloth. Illustrated. Price, \$1.72.

According to the author, "This text represents an attempt to give in thirty lessons and five reviews the fundamental grammatical and idiomatic constructions essential for beginning students in Spanish." The lessons consist of a section on grammar, a reading exercise in Spanish with vocabulary and idiom list, drill exercises, and an English-Spanish translation. Care has been taken to keep the syntax and vocabulary thoroughly basic, but at the same time the work is considerably longer (254 pages of actual text) than some of the grammars which have appeared recently. While this may be partly a result of the typography, the reading exercises are longer than average. These consist of ten or twelve disconnected paragraphs, each composed of related sentences forming a short conversation. Some teachers would prefer that the readings possess a single theme or that some sort of plot run throughout the book. The reviewer's own observation has been that students are but slightly amused by the adventures of some hero whose *raison d'être* is obviously to get them into deeper and deeper syntactical waters. In any case, the reading exercises in the work under consideration constitute an excellent drill in fundamental constructions and the student who has assimilated them will possess an adequate foundation for reading, speaking, and writing Spanish. The accomplishment of this assimilation will depend somewhat on the ingenuity of the teacher, for it might prove tedious to read all the exercises in Spanish and then translate them, as the student is instructed to do. Spanish questionnaires appearing in a number of lessons are not based directly upon the reading exercises.

The drill exercises are varied and interesting. For example, those requiring the student to use first the future after "Dice que . . ." and then the conditional after "Dijo que . . .," and similar drills on the subjunctive are admirable teaching devices not always to be found in beginning grammars.

A certain drabness resulting from a rather sparing use of factual material is relieved by the beautiful photographs of Spanish and Spanish-American scenes illustrating the work.

While probably intended primarily for college use the work should also meet the needs of the rapidly growing high-school field. Thanks to clear, simple phraseology and excellent typography the grammatical explanations are vivid and easy to follow. The author recommends that the grammar be completed in one semester if no reader is used, or in two with a reader. It should be noted that Professor Turk's department offers a five-hour course for beginners. Teachers having only three hours at their disposal may find the book a trifle long for their purpose, but we believe that those willing to devote most of the first year's work to a drill in fundamentals such as this grammar affords will be amply repaid. The author is to be congratulated for what should prove a highly successful addition to the field.

C. G. ROWE

*Iowa State College,
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TUCHOCK, EDNA H., *Trocitos Cómicos*, Boston: D. C. Heath and Company, 1941. Cloth. Illustrated. Price, \$1.20.

This attractive book for high-school use consists of twelve plays written specifically to provide material for class dramatization. The plays are short, lively episodes, four of which are adapted from *Gil Blas*. The author uses simple, rhythmic sentences which should be easy to memorize, to pronounce with expression, and to understand, provided the teacher insists upon proper enunciation. Students should derive quite a bit of enjoyment from the plays and certainly a wealth of good conversational Spanish. A number of folk-songs woven into the plots increase the entertainment value.

Each play is preceded by a short English summary and followed by a page of exercises. The vocabulary contains about 2300 entries. A few words (*céntimo*, *agriar*) appear to have been overlooked in preparing the vocabulary, but no typographical errors were noted. On the whole an excellent job of editing has been done.

Few language teachers are unaware of the importance of memorization but too often the difficulty of finding suitable material or lack of time encourages us to neglect it. Miss Tuchock's plays provide invaluable drill in the kind of conversational Spanish which students need and want. It seems to us that time devoted to their preparation could scarcely be better spent.

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KASTEN, LLOYD A. and NEALE-SILVA, EDUARDO, *Lecturas amenas*. New York: Harper and Brothers Publishers, 1941. Price, \$2.50.

Drawing on their experience as accomplished teachers and editors, Drs. Kasten and Neale-Silva have produced in this volume a score of readings intended primarily to serve as a textbook for college students. It is, they say, "an attempt to supply popular reading texts for the second year of college Spanish." This reviewer believes it might also, along with a practical book on Latin American affairs, be a complete year's study for third year high school Spanish. The editors have made a splendid choice in their selections by including short stories, novels, plays, and poetry, "thus affording training in all types of writing which a student may encounter later in his more advanced work." No attempt has been made to simplify the selections, though some have been shortened. The contents are: three clever selections (7 pp.) by Julio Camba (*¡Fuego!*, *Una Peluquería americana*, and *Los Estados engomados*), with practical vocabulary and usable, appealing words (such as "elevator," "fire escape," "whistles," "heart trouble," "to develop snapshots," "fire drill," "haircut," "shoeshine," "shampoo," "barbershop," "roll of bills," etc.) The last of these essays will furnish a hilarious day in the Spanish classroom: reading of the \$30,000,000 spent annually in the U.S.A. on gum, of the great crowd of us opening and closing mouths in unison with beatific expressions on our faces!

Other short selections are by Taboada (*El Niño*, a satire on a spoiled child, in which one can learn some Spanish baby talk, and *¡Mi mismo Nombre!*, which shows that Spanish people do the same things that we do: misspell words, use slang, have spats, try out escapades, etc.). The original and well known love story of sea life and fishing on the Cantabrian coast of Spain, *José* by Valdés, is the first long selection (108 pp. of exciting reading, with humor, good plot, pathos, and magnificent descriptions). Then comes a funny little play by Vital Aza, *Los Codornices*, with clever mix-ups, escapades of husbands, mistaken identities, puns, and the usual snappy conversation of Spanish comedies. The student also becomes familiar with some of the many untranslatable words in Spanish. The next 107 pages contain the very popular novel of the Carlists Wars by Pío Baroja, *Zalacain, el Aventurero*. Here the editors had an excellent idea: They give in two pages in Spanish the historical setting which everyone will welcome.

In the next seven pages there is a "mystery story" with a surprise ending: *Montecristo*

by José Estremera. Another "short short" of 7 pages is Blasco Ibáñez' *El Parásito del tren* with a slight moral. Quite different in type now is another selection by Valdés. In 14 pages he writes a short tragic story with the setting in the beloved *Norte* of his Spain. We like Valdés because of his unusual ability to picture a character with one short vivid sentence; here he describes a child and brings in the child's ideas of nature. This is a beautiful story for adults and mature students; Valdés calls it ¡Solo!

Every Spanish teacher will be glad to see the three-act, uproarious comedy of Martínez Sierra, *Sueño de una noche de agosto*, written in 1918 about a romantic young lady that could easily be a career-seeking girl of 1941. Not a dull page in this comedy, any teacher will say. For those interested in the universality of Spanish literature and themes, *El Sombrero de tres picos* by Alarcón will be of interest: it is a novel, a clever satire, made for the stage into the comic opera "The Three-Cornered Hat" with music by De Falla.

No anthology portraying the genius of modern Spain would be complete without something of the inimitable Quintero brothers. Here is the whimsical one-act comedy of two old lovers who meet again in a park on a sunny afternoon and tell yarns about their none-too-exciting pasts; but we who read *Mañana de sol* chuckle at its humanness. Students who "just hate poetry" will have some in this text, but not too much (about ten pages). And they won't "hate" the four lyrics of Bécquer, or the ¡*Quién supiera escribir!* of Campoamor. There are five poems by Spanish Americans: Amado Nervo, Juan Guzmán Cruchaga, Alfonsina Storni, José Asunción Silva, and José Santos Chocano, representing respectively Mexico, Chile, La Argentina, Colombia, and Peru.

Innovations in this fine text are "Decalogue of Don'ts" and "Translation Aids." The 43 pages of translation aids have an index of about 70 points, some of which are treated in composition-review grammars and all of which should be; special stress, and this is noteworthy, is frequently placed on cognates and false, or deceptive, cognates and words—a point which is all-too-often ignored by pupils and other translators of the "Spanish is easy" school. Other welcome "aids" are: word order, position of the subjects, ironical statements, split constructions, "finding the subject," prepositions that differ in usage from English, "unit" instead of "word" translations, adjectives used with the force of an adverb, ellipses and redundant words. A conscientious mastery of these 43 pages should give both student and the beginning teacher the wherewithal for nice Spanish to English translations. It would be a wonderful thing if sloppy translations could be abolished, thereby saving the idiom of two perfectly good languages! Drs. Kasten and Neale-Silva are trying to bring about this highly desired reform in modern language teaching.

The vocabulary is formidable and complete: 145 pp. This, together with the many and excellent foot-notes (words and expressions in the foot-notes are also given in the vocabulary) offer a wide variety of words: frequent words, infrequent words, cognates, false cognates, "environmental" and modern words, practical and colloquial expressions, and rare words. This is good. Every one who wants to learn Spanish well to be able to *use* it *MUST* be exposed, at least, to a large and varied vocabulary. A few memorized "bookish" words will certainly prove inadequate. The opportunity for acquiring a vast vocabulary "painlessly" is in this book. I have come to the conclusion, after attempts to use most of the methods of language teachers, that a big, a really *big*, vocabulary on all kinds of subjects and a working knowledge of verbs will give, all in all, the quickest and the most satisfactory results. (By a "working knowledge of verbs" I mean the quick ability to use *one* form and make it agree as it should, not to conjugate sing-song fashion.)

If the editors of this fine text could be persuaded to do a similar one on Spanish American types of writing and popular texts (not sentimental ones), the two volumes would provide a complete and comprehensive program of readings for up-to-the-minute Spanish classes.

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• Books Received •

MISCELLANEOUS

- Dodds, John W., *Thackeray. A Critical Portrait*. New York: Oxford University Press, 1941. Price, \$3.00.
- General Language Abstracts*. Material Published and Unpublished on The General Language Course. I. April, 1939: 33 items abstracted by a graduate class at Stanford University under the direction of Dr. Walter V. Kaulfers; II. June, 1941: 26 additional items abstracted by a graduate class at Ohio State University under the direction of Dr. James B. Tharp. Price, \$0.35 per copy postpaid, 10 or more at \$0.25 each plus postage.

FRENCH

- Dondo, Mathurin, *Modern French Course*. Revised edition. Fraser and Squair Grammar Series. Boston: D. C. Heath and Company, 1941. Price, \$1.92.
- de Grosse, H., and Jacquin, J., *La Jeunesse de Cyrano de Bergerac, Roman*. Edition scolaire préparée par Alexander D. Gibson. Illustrated by Raffaello Busoni. New York and London: Harper and Brothers. Price, \$1.00.
- Moore, Mina J., *Charme de Province. Contes recueillis*. Boston: D. C. Heath and Company, 1941. Price, \$1.05.
- Rey, H. A., *Au Clair de la Lune and Other French Nursery Songs*. New York: Greystone Press, 1941.
- Spink, G. W., *Jacques Lenormand et Ses Amis*. Illustrations de C. J. McCall. Boston: D. C. Heath and Company, 1941. Price, \$0.48.
- Travers, Seymour, *Catalogue of Nineteenth Century French Theatre Parodies*. A Compilation of the Parodies between 1789 and 1914 of which any record was found. New York: King's Crown Press, 1941. Price, \$2.00.

GERMAN

- Hagboldt, Peter, *Erzählungen und Anekdoten*. Retold and edited. Book 3—Alternate. Boston, etc.: D. C. Heath and Company, 1941.

ITALIAN

- Goggio, E., *A New Italian Reader for Beginners*. Boston: D. C. Heath and Company, 1941. Price, \$1.36.
- Kany, C. E., and Sparoni, Charles, *Elementary Italian Conversation*. Boston: D. C. Heath and Company, 1941. Price, \$0.32.
- Niccodemi, Dario, *Il Poeta. Commedia in un Atto*. Edited with Introduction and Notes by E. I. Slater, F.I.L. Boston: D. C. Heath and Company, 1941. Price, \$0.36.
- Russo, J. L., *Second Year Italian*. Boston, etc.: D. C. Heath and Company, 1941. Price, \$1.96.

SPANISH

- Castillo, Carlos, and Sparkman, Colley F., *Volando por Sudamérica. Lecturas compuestas y arregladas*. Boston, etc.: D. C. Heath and Company, 1941. Price, \$0.32.
- Castro, Américo, *Iberoamérica, su presente y su pasado*. New York: Dryden Press, 1941.
- Centeno, Augusto, and Salas Manuel, *Reunion en México*. New York: Dryden Press, 1941.